Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name: Richmond Elementary School District

Contact Name and Title: Vicky Leitaker, Superintendent/Principal

Email and Phone: vleitaker@richmondelementary.com (530) 257-2338

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.

2017-20 Plan Summary

THE STORY
Briefly describe the students and community and how the LEA serves them.
Just minutes from Susanville California, Richmond Elementary School District is a single site consisting of approximately 215 students in transitional kindergarten through eighth grade. The school district does not receive concentration grants as we do not have 55% or more free and reduced/English learners. This year we did not have any English Learners enrolled. Our pupil suspension/expulsion rate is 0.1%. The school district receives minimal supplemental grants due to the district's low percentage of free and reduced student population at 8%. The school district receives Title II-Part A and REAP in federal funding. Richmond School District belongs to the Lassen County SELPA serving a special education population of 7 students in RSP and 13 speech students. Approximately 9% of Richmond's enrollment qualify for special education services. We are a small close knit community of students, parents, and staff that believe, through dedication and communication, students are our number one priority. Richmond offers a complete slate of co and extra-curricular activities including student leadership, athletics, and participation in county wide activities such as Geography Bowl, Spelling Bee, STEAM Fair, Third Grade Lassen County History Days, Fourth Grade Days, Fifth Grade Day on the Range, Sixth Grade Environmental School, Lit Jam, and the Sutter’s Fort Environmental Living Program.

**LCAP HIGHLIGHTS**

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

The key features for the Richmond Elementary School District's LCAP includes providing students, parents, and staff with a safe, healthy school environment where high quality teaching and learning takes place. Through the analysis of our local data and state indicators, along with input from the Parent Advisory Committee, the following areas were highlighted:

1. Services provided to enable under-performing students, targeting assistance to low-income, English learners and foster youth, to meet the grade level standards.
2. Alignment of staff development to standards, improving student outcomes, and current professional needs.
3. Eliminating barriers to improve student achievement, such as, decreasing student absences, suspensions, and providing support to families in order to assist their child with curriculum.

These key features will increase student achievement for all students, in all content areas, by providing targeted tutoring and mentoring support, where both students and staff engage in 21st century college and career readiness skills.

**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.

According to the state indicators in the California School Dashboard, one of our biggest accomplishments is our suspension rate. We were rated “Blue” due to our low rate of suspension rate which was at .1%. We will continue to build upon that success by maintaining a positive school culture.

**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?

At this time, Richmond Elementary School has no red or orange performance status. Both our ELA and math were in the ‘yellow’ range. The LEA plans to hire additional staff to continue to address these areas of need especially in the area of mathematics. This is addressed in Goal 1, Action 11. We continue to provide math support for all students including unduplicated through additional staff support.
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?

Although there were no performance gaps indicated on the California School Dashboard, performance in mathematics for all grade levels is below our indicated targets. Attention to this gap is addressed in Goal 1.

PERFORMANCE 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 two most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth will be to continue to provide a quality counseling service. We will also provide Top 20 training for our entire staff. This training will cover three areas: 1. Being an Effective Educator in the 21st Century 2. Creating an Effective and Healthy School Culture, and 3. Keeping Students Engaged in Learning. Additionally, the LEA will continue the support engagement by increasing attendance rates and parent participation.

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

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total General Fund Budget Expenditures for LCAP Year</td>
<td>$1,828,521</td>
</tr>
<tr>
<td>Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year</td>
<td>$165,337.00</td>
</tr>
</tbody>
</table>

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.

Most of the District's General Fund Budget Expenditures fall under the general operations of the school. This includes most of the certificated and classified salaries, operational expenses such as utilities expenses and communication expenses, classroom supplies and office supplies, and building and maintenance expenses.

$1,569,805 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.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Richmond School will strive to provide a broad course of study for all students in a safe environment conducive to learning from a highly qualified credentialed staff working towards full implementation of the California state standards.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2016-17 School Year</td>
</tr>
</tbody>
</table>

**ANNUAL MEASURABLE OUTCOMES**

**EXPECTED**

**Priority 1: Basic Services (Conditions of Learning)**

1A: Maintain 100% rate of teacher/staff that are appropriately assigned and increase the number of fully credentialed teachers to 90%.

1B: Maintain 100% of our classrooms have sufficient instructional materials as verified by the William's Report.

1C: Maintain the good or exemplary condition as measured by the Facility Inspection Tool (FIT).

**Priority 2: Implementation of State Standards (Conditions of Learning)**

2A: Continue to support 100% of the teachers in fully implementing standards-based lessons in English language arts, mathematics, Next Generation of Science Standards and Social Studies, as measured by classroom walkthroughs and observations.

2B: 100% of our teachers have completed the ELA/ELD Framework training provided by a LCOE staff member.

2C: Our district used an implementation map to determine the level of implementation and needs based on that level/s.

2D: Ensure 100% of English learners and students with disabilities have full access to core instruction, especially with daily English language development support for English learners.

**Priority 7: Course Access (Conditions of Learning)**

7A: For the 2016-17 school year a baseline will be established as to whether all students have access to a broad course of study.

**ACTUAL**

**Priority 1: Basic Services (Conditions of Learning)**

1A: 89% of our teachers are fully credentialed. We have 100% of those teachers that are appropriately assigned. One teacher is working on a Provisional Intern Permit.

1B: 100% of our classrooms have sufficient instructional materials as verified by the William's Report.

1C: We have maintained a good or exemplary condition as measured by the Facility Inspection Tool (FIT).

**Priority 2: Implementation of State Standards (Conditions of Learning)**

2A: Our teachers are working towards implementing standards-based lessons in English language arts and mathematics. Some of our teachers that have changed grade levels and may need help with the new standards in ELA and math. According to the Local Indicator Reflection Tool, our staff rated training in improving the delivery and instruction in the area of math at the Initial Implementation stage, ELA at the Full Implementation stage; Science at the Exploration and Research Phase; and Social Science at the Exploration and Research phase.

2B: 100% of our teachers did receive ELA/ELD Framework training provided by the Lassen County Office of Education. Currently, we have no English learners this year.

**Priority 7: Course Access (Conditions of Learning)**

7A: A baseline was not established in foreign language, visual and performing arts, and applied arts in the middle school grade levels. However, this spring the
7B: Ensure all programs and services developed and provided are available to all unduplicated pupils.
7C: Ensure all programs and services developed and provided are available to all individuals with exceptional needs.

Richmond Board of Trustees and the staff have diligently worked to provide a quality elective program that will begin in the 2017/18 School Year.
7B: We ensured that all programs and services developed are available to all unduplicated pupils.
7C: We ensured that all programs and services developed are available to all individuals with exceptional needs.

### 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.

<table>
<thead>
<tr>
<th>Action</th>
<th>PLANNED</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>In the 2016-17 school year, we will adopt McGraw Hill (Wonders and StudySync) K-8th grade for our ELA/ELD curriculum.</td>
<td>In the 2016-17 school year, we purchased, trained, and implemented Wonders and StudySync K-8th grade for our ELA/ELD curriculum.</td>
</tr>
<tr>
<td></td>
<td>BUDGETED</td>
<td>ESTIMATED ACTUAL</td>
</tr>
<tr>
<td></td>
<td>Books and Supplies 4000-4999: Books And Supplies Base $50,000</td>
<td>Books and Supplies 4000-4999: Books And Supplies Base $47,561</td>
</tr>
<tr>
<td>2</td>
<td>During the 2016-17 school year, we will work to build classes that will provide course access to all students. These classes may be provided at the end of the school day and rotate each trimester.</td>
<td>Due to the length of negotiations between the District and RTA, the course access electives will begin in the 2017-18 school year.</td>
</tr>
<tr>
<td></td>
<td>BUDGETED</td>
<td>ESTIMATED ACTUAL</td>
</tr>
<tr>
<td></td>
<td>Professional Services 5800: Professional/Consulting Services And Operating Expenditures Base $20,000</td>
<td>Professional Services 5800: Professional/Consulting Services And Operating Expenditures Base $0.00</td>
</tr>
<tr>
<td>3</td>
<td>During the summer of 2016, we will replace/repair the gym roof, replace the asphalt on the playground, and replace/repair some of the sidewalks.</td>
<td>During the summer of 2016, the gym roof was replaced, the asphalt on the playground was resurfaced, and some of the sidewalks were repaired/replaced.</td>
</tr>
<tr>
<td></td>
<td>BUDGETED</td>
<td>ESTIMATED ACTUAL</td>
</tr>
<tr>
<td></td>
<td>Capital Outlay 6000-6999: Capital Outlay Base $152,000</td>
<td>Capital Outlay 6000-6999: Capital Outlay Base $157,334</td>
</tr>
</tbody>
</table>
**Action 4**

**PLANNED**
Our reading intervention teacher has been approved by the Richmond Board of Trustees to work with students in first through eighth grades to develop/build their reading/comprehension skills. These students are placed in the RtI class based on their MAP scores and teacher recommendation.

**BUDGETED**
- Salary 1000-1999: Certificated Personnel Salaries Base $16,742
- Salary 1000-1999: Certificated Personnel Salaries Supplemental $3,258
- Employee Benefits 3000-3999: Employee Benefits Base $3,000

**ESTIMATED ACTUAL**
- Salary 1000-1999: Certificated Personnel Salaries Base $16,222
- Salary 1000-1999: Certificated Personnel Salaries Supplemental $3,258
- Employee Benefits 3000-3999: Employee Benefits Base $1,383

**Action 5**

**PLANNED**
We are currently looking for a qualified person to provide RtI support to students who need help in the area of math.

**BUDGETED**
- Salary 1000-1999: Certificated Personnel Salaries Base $20,000
- Employee Benefits 3000-3999: Employee Benefits Base $3,000

**ESTIMATED ACTUAL**
- Salary 2000-2999: Classified Personnel Salaries Base $5,925.00
- Employee Benefits 3000-3999: Employee Benefits Base $711

**Action 6**

**PLANNED**
During the 2016-17 school year, we will provide professional development for our teachers for the newly-adopted McGraw Hill ELA/ELD curriculum.

**BUDGETED**
- Professional Services 5800: Professional/Consulting Services And Operating Expenditures Base $3,000

**ESTIMATED ACTUAL**
- There was no cost to the professional development training for the new ELA curriculum. $0.00

**Action 7**

**PLANNED**
During the 2016-17 school year, we will send a team of teachers to be trained in the NGSS standards.

**BUDGETED**

**ESTIMATED ACTUAL**

**ACTUAL**
During the 2016-17 school year, we did not send any teachers to be trained in the NGSS standards. We will continue this goal into the 2017-18 school year.
### Action 8

**Actions/Services**

**PLANNED**
During the 2016-17 school year, we will continue to provide/send teachers to technology training workshops.

**Expenditures**

**BUDGETED**
- Travel & Conference 5000-5999: Services And Other Operating Expenditures Base $2,000
- Salary for Substitutes 1000-1999: Certificated Personnel Salaries Base $400
- Employee Benefits 3000-3999: Employee Benefits Base $60

**ACTUAL**
During the 2016-17 school year, we sent three teachers to the CUE Conference in Palm Springs in March. They will train the rest of the staff during staff meetings.

**ESTIMATED ACTUAL**
- Travel & Conference 5000-5999: Services And Other Operating Expenditures Base $3,435
- Salary for Substitutes 1000-1999: Certificated Personnel Salaries Base $990
- Employee Benefits 3000-3999: Employee Benefits Base $119

### Action 9

**Actions/Services**

**PLANNED**
To improve the conditions of learning for our students, we will continue to update technology by purchasing new projectors, a sound system, and purchasing headphones for each class.

**Expenditures**

**BUDGETED**
- Supplies 4000-4999: Books And Supplies Base $15,000

**ESTIMATED ACTUAL**
- Supplies 4000-4999: Books And Supplies Base $972

### Action 10

**Actions/Services**

**PLANNED**
Teachers/staff will vertically collaborate to provide the required technology skills for all students.

**Expenditures**

**BUDGETED**
- No Cost $0.00

**ESTIMATED ACTUAL**
- No Cost $0.00

**ACTUAL**
Teachers/staff were provided with the State of CA technology standards at each grade level. We collaborate during staff meetings to discuss problems/concerns of the staff.
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.

Through the adoption of McGraw-Hill (Wonders and StudySync) throughout the school, we are able to now provide our students with a current English Language Arts curriculum and our teachers with training. Our math adoption of Houghton-Mifflin (Expressions and Big Ideas) is also current. However, our Social Science curriculum is dated 2006, and Science curriculum is dated 2008. Most of our teachers have been trained in their current grade level materials; however, some new teachers may need training.

Our technology is proceeding as planned both in the area of training and staying up-to-date. This will be something that we will definitely have to continue for future planning.

We provided extra support to struggling students both in math and English language arts. We also completed all proposed work to the campus in the summer of 2016 to prevent any liability issues and promote campus safety.

While we did not provide a full broad course of electives to our students during the 2016/17 school year, we have been in the planning stages of properly implementing an extended day and an elective program for the 2017/18 school year. However, we still provided various activities in the area of visual and performing arts for our students.

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

The consensus from the advisory LCAP committee and results from the Actual Measurable Outcomes demonstrates these actions/services positively supported the outcomes for Goal 1 except in the area of adding electives. We will extend the day by 30 minutes in the 2017/18 school year in order to provide electives to students in the areas of foreign language, visual and performing arts, and applied arts.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The estimated actuals in Goal 1 were approximately $63,761 less than what was budgeted. The largest expense in Action 3, replacing the gym roof and sidewalk repair with resurfacing the playground, was in excess of what was budgeted due to additional costs. Some actions were not implemented or their was no cost to balance the higher costs.

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

Analysis:

After analyzing the results of the Local indicators on the California School Dashboard, we will need to train teachers that have changed grade levels in the areas of math and ELA. Also, we will look forward to training in the areas of Next Generation Science Standards and Social Science. The 2017/18 school year will bring changes to our school day when the day is extended to provide electives and course access for students in kindergarten through eighth grades. History-Social Science and Next Generation Science Standards will require some time as we wait for the adoption cycle for California standards and instructional materials.

Changes:
Goal 1 - was modified to include a "safe environment conducive to learning." The modified Goal 1 is: Richmond School will strive to provide a broad course of study for all students in a safe environment conducive to learning from a highly qualified credentialed staff working towards full implementation of the California state standards.

New Action 1. (Modified) In the 2017-18 school year, we will work to build classes that will provide course access/electives to all students. These classes will be provided during the school day and rotate each trimester.

Action 2. (New) In the 2017/18 school year, we will repair/repaint the paint on the gym, add additional playground equipment, and make changes to the parking lot.

New Action 4. (Modified) During the 2017-18 school year, we will adopt curriculum, depending upon the adoption cycle of the State of California, in the area of social science. We will also provide training to our staff in this area.

Action 8. (New) We will hire additional help for our elective program.

Action 10. (New) Homework Hour will concentrate on improving skills in the area of math for fourth through eighth grade students.
## 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
Richmond School will continue to engage both parents and students in order to provide a safe environment conducive to learning for all students and staff.

**2016-17 School Year**

<table>
<thead>
<tr>
<th>STATE</th>
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<th>4</th>
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<th>6</th>
<th>7</th>
<th>8</th>
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<td>COE</td>
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<td>10</td>
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</tr>
</tbody>
</table>

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

**Priority 3: Parental Involvement (Engagement)**

3A: Increase the percentage of parents attending school functions by at least 5% as measured by attendance records (sign-in sheets) at school functions.

3B: Increase the number of parent surveys returned by 5%.

3C: Our district will increase the opportunities given to parents for input on key educational issues during site council and LCAP meetings.

3D: The baseline data for the 2015-16 school year will be used to increase the participation rate of the parents of English learners at school events, and functions.

3E: The baseline data for the 2015-16 school year will be used to increase participation for parents of students with exceptional needs, at school events, meetings, and functions, including IEPs.

#### ACTUAL

**Priority 3: Parental Involvement (Engagement)**

3A: While not increasing our number of parents attending school functions by 5%, we maintained that number attending Back to School Night and Parent/Teacher Conferences.

3B: We actually increased 6% in the number of surveys returned. In the Spring of 2016, we had 50% take our survey. In the Spring of 2017, we had 56% of our parents take the survey.

A similar survey was given to both parents and students including unduplicated parents/students during the Spring of 2016 and the Spring of 2017. Here are the comparisons of the student surveys:

- I look forward to coming to school most days: 2017-59%; 2016-50%
- I feel safe at school: 2017-86%; 2016-73%
- Students in this school show respect for each other: 2017-60%; 2016-45%
- I am happy to be a part of Richmond School: 2017-80%; 2016-84%
- The staff at our school is kind and caring: 2017-75%; 2016-74%
- The teachers at this school treat students fairly: 2017-75%; 2016-69%
- Do you feel that Richmond School has provided a positive learning experience?: 2017-83%; 2016-73%

Here are the comparison of the parent surveys:

- Richmond School:
- Is an inviting place for students to learn: 2017-93%; 2016-89%
- Allows input and welcomes parents' contributions: 2017-91%; 2016-93%
- Is a safe place for my child: 2017-98%; 2016-97%
Encourages me to be an active partner with the school in educating my child: 2017-90%; 2016-91%
Has clean and well-maintained facilities and properties: 2017-97%; 2016-93%
Has a supportive learning environment for my child: 2017-93%; 2016-93%

This year was a struggle to find parents willing to volunteer their time to serve on both the Richmond Site Council and the LCAP Committee. We were finally able to fill positions. Both committees gave input on the education of the students through the use of data-driven statistics.

3C: We have great participation from the parents of students with exceptional needs. They attend Back to School Night, conferences, regularly meet with staff, and help with parent involved activities.

Priority 5: Pupil Engagement (Engagement)
5A: School Attendance Rates increased from 95.01% to 95.71%
5B: Our chronic absenteeism is currently at 5% according to our student data system, Schoolwise. We did not decrease our number.
5C: We maintained our middle school dropout rate of 0%
5D/5E: Since we are not a high school, dropout rates and graduation rates for high school students do not apply to us.

Priority 6: School Climate (Engagement)
6A: Our current actual suspension rate is 3%
6B: Our expulsion rate is 0%. We did maintain this number.
6C: Overall, questions pertaining to school climate improved from the 2016 parent/student surveys to the 2017 parent/student surveys. See results above in Priority 3.

### 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.

<table>
<thead>
<tr>
<th>Action</th>
<th>PLANNED</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teachers will have parent meetings at Back to School Night and other times throughout the year to teach parents how to</td>
<td>During the 16/17 school year, we have changed back to our traditional Back to School Night. We offered two sessions for parents and covered class rules/expectations and grade level</td>
</tr>
</tbody>
</table>
use the math curriculum and possibly to have technology nights.

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUDGETED: No cost $0.00</td>
<td>2</td>
</tr>
<tr>
<td>ACTUAL: No cost $0.00</td>
<td></td>
</tr>
</tbody>
</table>

**Actions/Services**

Students that are truant will be sent a truancy letter. Any parent of a habitual truant student will be sent to the School Attendance and Review Board (SARB). An attendance contact will be sent to all parents at the beginning of the school year.

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUDGETED: No cost $0.00</td>
<td>3</td>
</tr>
<tr>
<td>ACTUAL: No cost $0.00</td>
<td></td>
</tr>
</tbody>
</table>

**Actions/Services**

The eighth grade graduating student with the best overall attendance since kindergarten will be awarded a monetary scholarship towards high school.

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUDGETED: No cost to general fund-paid out of student body funds or sponsored by Richmond Community Association $0.00</td>
<td>4</td>
</tr>
<tr>
<td>ACTUAL: No cost to general fund-paid out of student body funds or sponsored by Richmond Community Association $0.00</td>
<td></td>
</tr>
</tbody>
</table>

**Actions/Services**

A half day, once a week counselor will be hired to meet the needs of those students that need counseling services and are not deemed special education.

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUDGETED: Professional Services 5000-5999: Services And Other Operating Expenditures Supplemental $7,500</td>
<td>5</td>
</tr>
<tr>
<td>ACTUAL: Professional/Consulting Services And Operating Expenditures Supplemental $7,500</td>
<td></td>
</tr>
<tr>
<td>Action</td>
<td>Expenditures</td>
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<tr>
<td>6</td>
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<td>9</td>
<td></td>
</tr>
</tbody>
</table>

**Budgeted**

- No Cost: $0.00

**Estimated Actual**

- No Cost: $0.00

**Actual**

- Training was not available this year.

**Expenditures**

- Travel & Conference 5000-5999: Services And Other Operating Expenditures Base $1,000

**Estimated Actual**

- Travel & Conference 5000-5999: Services And Other Operating Expenditures Base $0.00

**Actual**

- In the summer of 2016, our website was changed to Catapult.

**Expenditures**

- Professional Services 5800: Professional/Consulting Services And Operating Expenditures Base $3,000

**Estimated Actual**

- Professional Services 5800: Professional/Consulting Services And Operating Expenditures Base $2,883
We will invite community members to come read with lower level students to become their "reading buddies". We did not pursue this action. We will continue to pursue this in the coming years.

Expenditures

<table>
<thead>
<tr>
<th>Action</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expenditures</td>
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<tr>
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<td>No Cost</td>
</tr>
<tr>
<td>Expenditures</td>
<td><strong>ACTUAL</strong></td>
</tr>
<tr>
<td></td>
<td>No Cost</td>
</tr>
</tbody>
</table>

We will have a 4th-8th parent meeting to teach parents how to use One Note.

Expenditures

<table>
<thead>
<tr>
<th>Action</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expenditures</td>
<td><strong>PLANNED</strong></td>
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<tr>
<td></td>
<td>No Cost</td>
</tr>
<tr>
<td>Expenditures</td>
<td><strong>ACTUAL</strong></td>
</tr>
<tr>
<td></td>
<td>No Cost</td>
</tr>
</tbody>
</table>

A teacher provided training on One Note to parents. It was poorly attended, but the weather did not help.

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.

Overall, Richmond School is a parent-friendly school. We couldn't provide the quality of education without the help and assistance of our parents. They volunteer in classrooms, help with our book fair, drive on field trips, provide the Halloween Carnival for our students through the Richmond Community Association (RCA), help barbecue at our school functions, and attend Back to School Night and parent/teacher conferences.

Parents were given the opportunity to take the California Healthy Kids Survey and Lassen County conducted a countywide bullying survey. We had less than twenty parents respond to each of these surveys.

We completed most of our actions/services for the 2016/17 school year. We will need to pursue "Reading Buddies" and continue to offer training in areas according to the needs of our parents.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The effectiveness of our actions/services were positive in some areas and needs improvement in other areas. Hiring a counselor, changing our Back to School night format, and presenting a graduating eighth grade student with a monetary reward for their attendance were effective. Other areas need improvement. We determined that some parents still did not send their child to school after receiving multiple letters regarding their child's attendance. Next year, we may have to take those same parents to a SARB (School Attendance and Review Board) meeting to get some teeth into the importance of attending school.

Another area of improvement will be to offer training to parents in areas of need. We may have to provide training that is grade specific instead of spanning grade levels.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The estimated actual in Goal 2 were approximately $3,363 more than what was budgeted. The district made the decision to pay the coaching stipends to those individuals who volunteered to coach school sponsored sports.

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.

Analysis:

Overall the actions and services in Goal 2 provided a positive outcome for students and families. Upon completing the local indicator in the California School Dashboard for both Priority 3 (Parent Engagement) and Priority 6 (Local Climate Survey), we discovered the needs and thoughts of our students, staff, and parents.

Changes:

Action 5. (Modified) Staff, Site Council members, and LCAP members will analyze the results of the California Healthy Kids Survey (CHKS) that will now be available on an annual basis.

Action 8. (Modified) School's website will be supported annually. Teachers will receive training.

New Action 10. All staff members will attend a Top 20 training in September that focuses on engaging the disengaged student and school climate.
**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**  
Richmond School will continue to provide all students with a rigorous and challenging education, instructional assistance, and tools necessary for college and career readiness.

**2016-17 School Year**

<table>
<thead>
<tr>
<th>State and/or Local Priorities Addressed by this goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>STATE □ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □ 7 □ 8</td>
</tr>
<tr>
<td>COE □ 9 □ 10</td>
</tr>
<tr>
<td>LOCAL</td>
</tr>
</tbody>
</table>

### ANNUAL MEASURABLE OUTCOMES

**Expected**

**Priority 4: Pupil Achievement (Pupil Outcomes)**

4A: Performance on Standardized tests: Since two years of data is needed to determine growth targets, the 2014-15 and 2015-16 CAAASPP ELA and Math scores will be used to determine targets. We will increase our baseline growth targets by 5%.

4B: Reach our Academic Performance Index level.

4C: Since we are a K-8 district, our students are not enrolled in courses that satisfy the UC or CSU entrance requirements, or CTE courses.

4D: At this time, we have no EL students; however, we will push these students to increase their ability level on the CELDT.

4E: At this time, we have no EL students; however, we will work to pursue reclassification.

4F: Since we are a K-8 school, advance placement examinations are not applicable.

4G: Since we are a K-8 school, we do not take the EAP or other college preparedness classes.

**Priority 8: Other Pupil Outcomes (Pupil Outcomes)**

8A: The percentage of students reaching physical fitness targets will increase by 5% as measured by the Annual CA Physical Fitness Test.

8B: Increase by 5% the math performance of our K-8th grade students using MAP data.

8C: Students receiving a F in the 7th & 8th grade will reduce by 5%.

### Actual

**Priority 4: Pupil Achievement (Pupil Outcomes)**

4A: CAAASPP Data:

<table>
<thead>
<tr>
<th>English Language Arts: Met or Exceeded</th>
<th>Mathematics: Met or Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3:</td>
<td>33%</td>
</tr>
<tr>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>Grade 4:</td>
<td>75%</td>
</tr>
<tr>
<td>67%</td>
<td></td>
</tr>
<tr>
<td>Grade 5:</td>
<td>44%</td>
</tr>
<tr>
<td>62%</td>
<td></td>
</tr>
<tr>
<td>Grade 6:</td>
<td>55%</td>
</tr>
<tr>
<td>56%</td>
<td></td>
</tr>
<tr>
<td>Grade 7:</td>
<td>60%</td>
</tr>
<tr>
<td>48%</td>
<td></td>
</tr>
<tr>
<td>Grade 8:</td>
<td>58%</td>
</tr>
<tr>
<td>61%</td>
<td></td>
</tr>
</tbody>
</table>

4B: The Academic Performance Index level is yet to be determined.

4C: Since we are a K-8 district, our students are not enrolled in courses that satisfy the UC or CSE entrance requirements, or CTE courses.

4D: At this time, we have no EL students; however, we will push these students to increase their ability level on the CELDT.
**Priority 8: Other Pupil Outcomes (Pupil Outcomes)**

**8A:** The percentage of students reaching physical fitness targets significantly increased in eight out of the twelve identified areas of testing.

**8B:** Only the sixth and eighth grade students increased their math performance by 5% based on MAP scores in the 2016/17 school year.

**8C:** At this time, no student has received an 'F' in any trimester within their 7th or 8th grade classes.

**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.

<table>
<thead>
<tr>
<th>Action</th>
<th>PLANNED</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions/Services</td>
<td>We will continue to purchase MAP (Measures of Academic Performance) to show the growth of our students in the appropriate grade level standards of achievement. We will administer MAP in early fall, winter, and late spring. Since our high school, Lassen High, uses MAP, we are directly aligned to high school placement for classes for our eighth grade students.</td>
<td>We purchased and utilized MAP during the 2016/17 school year.</td>
</tr>
<tr>
<td></td>
<td>MAP Math Winter Data:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Class of 2024: 16/17-179.0; 15/16 - No data</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Class of 2023: 16/17-184.8; 15/16 - 174.4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Class of 2022: 16/17-197.0; 15/16 - 190.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Class of 2021: 16/17-204.9; 15/16 - 193.2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Class of 2020: 16/17-214.2; 15/16 - 207.4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Class of 2019: 16/17-224.0; 15/16 - 215.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Class of 2018: 16/17-222.4; 15/16 - 217.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Class of 2017: 16/17-236.1; 15/16 - 227.5</td>
<td></td>
</tr>
<tr>
<td>Expenditures</td>
<td>Services and Other Operating Costs 5000-5999: Services And Other Operating Expenditures Supplemental $4,500</td>
<td>ESTIMATED ACTUAL</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Services and Other Operating Costs 5000-5999: Services And Other Operating Expenditures Supplemental $3,213</td>
</tr>
</tbody>
</table>
2

**Actions/Services**

**Planned**

Scholastic Reading Counts (SRC) is a program that evaluates comprehension. Our books in the library and classrooms are coded as SRC books. The Richmond Community Association is willing to provide this service to our school by paying the annual subscription costs.

**Budgeted**

No cost to general fund - paid out of Richmond Community Association $0.00

**Actual**

Teachers use the SRC program to evaluate comprehension of their students.

**Estimated Actual**

No cost to general fund - paid out of Richmond Community Association $0.00

3

**Actions/Services**

**Planned**

We will offer classes during or after school to teach remedial math and ELA to those students in the upper grades that have failed the class during the 1st and 2nd trimesters.

**Budgeted**

Stipend 1000-1999: Certificated Personnel Salaries Base $1,000 Employee Benefits 3000-3999: Employee Benefits Base $150

**Actual**

During the 2016/17 school year, we hired a paraprofessional to help with our upper grade student's math needs. We also have a teacher that helps with comprehension and reading for all of our students.

**Estimated Actual**

These estimated actuals are covered under Goal 1, Actions 4 and 5.

4

**Actions/Services**

**Planned**

During PE classes, we will ensure that students are gaining the strength and endurance needed to improve their skills tested on the CA Physical Fitness test in 5th and 7th grades.

**Actual**

Our PE classes focus on gaining strength and endurance.

The results of the California Physical Fitness Tests for 5th and 7th Grade students follows:

Percentage of Students in the Healthy Fitness Zone in 5th Grade:

- Aerobic Capacity: 15/16 - 84.6; 14/15 - 92.3
- Body Composition: 15/16 - 76.9; 14/15 - 92.3
- Abdominal Strength: 15/16 - 78.9; 14/15 - 53.8
- Trunk Extension Strength: 15/16 - 100.0; 14/15 - 88.5
- Upper Body Strength: 15/16 - 84.6; 14/15 - 53.8
- Flexibility: 15/16 - 96.2; 14/15 - 65.4

Percentage of Student in the Healthy Fitness Zone in 7th Grade:
<table>
<thead>
<tr>
<th>Action</th>
<th>Expenditures</th>
<th>Planned Actions</th>
<th>Actual Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td></td>
<td>BUDGETED: No Cost $0.00</td>
<td>ESTIMATED: No Cost $0.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PLANNED: Continue the use of online curriculum-based homework using One Note and Microsoft 365.</td>
<td>ACTUAL: Students have online homework in both ELA and math. They use One Note in third through eighth grades.</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>BUDGETED: Stipend 1000-1999: Certificated Personnel Salaries Base $1,000 Employee Benefits 3000-3999: Employee Benefits Base $150</td>
<td>ESTIMATED: No Cost $0.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PLANNED: Increase the needs of our academic students by offering such subjects as debate, coding, programming, foreign languages, and more STEAM activities to increase their knowledge and outcomes.</td>
<td>ACTUAL: We did not accomplish this action because we could not reach an agreement with our teacher's union during negotiations until December of 2016. Our staff decided to put our efforts into creating an extended day/elective period for the 2017/18 school year.</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>BUDGETED: No Cost $0.00</td>
<td>ESTIMATED: No Cost $0.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PLANNED: Concentrate on the memorization of multiplication facts for our students in grades 2-4.</td>
<td>ACTUAL: Our third and fourth grade teachers concentrated much effort during the 2016/17 school year for each child to memorize their facts 1's-12's.</td>
</tr>
</tbody>
</table>
**ANALYSIS**

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

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the overall implementation of the actions/services to achieve the articulated goal.</td>
<td>According to our MAP scores, our second grade is below the national norm. However, they are no longer taking the primary version of MAP where everything is read to them. They take the version where the students must do all of their own reading. Our third grade is slightly below the national norm. Our fourth and seventh grades are four points below the national norm. Our fifth grade is three points below the national norm. Our sixth and eighth grades are above the national mean. We have known that our area of focus is on our fourth and seventh grade students.</td>
</tr>
<tr>
<td>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</td>
<td>The consensus from the advisory committee and results from the Actual Measurable Outcomes demonstrates these actions/services positively supported the outcomes for Goal 3. Although some of the actions/services were not met, it was noted that adjustments need to be made to several of the actions/services in the future.</td>
</tr>
<tr>
<td>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</td>
<td>The estimated actuals in Goal 3 were approximately $3,587 less than what was budget. The cost of purchasing the MAP tool was less than anticipated and the estimated actuals for Actions 4 and 5 were covered under Goal 1. Offering subjects as debate, coding, programming, foreign languages, and more STEAM activities to students’ knowledge and outcomes, Action 6, was not implemented prolonged negotiation and staff focusing efforts to creating an extended day/elective period for the 2017-18 school year.</td>
</tr>
</tbody>
</table>
| 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. | Analysis:
Overall the actions and services in Goal 3 provided a positive outcome for students and families. MAP has provided us with data to track students and concentrate our funding in our weak areas. We will continue to discuss the pros/cons of SRC (Scholastic Reading Counts) in Action 2. Our site council, advisory committee, and staff is weighing its benefit to students.
Changes:
Action 3. (New) Based on the needs of our students as determined by CAASPP and MAP data, we will increase aide time and/or hire additional paraprofessionals.
Action 5. (Modified) Continue the use of online curriculum-based homework using Microsoft 365.
Action 7. (Modified) Concentrate on the memorization of multiplication facts for our students in grades 3-4. 80% of the third grade students and 100% of the fourth grade students will know their multiplication facts from 1-12 in random order. Third grade will be allowed ten minutes, while fourth grade will be allowed five minutes. |
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?

The Richmond Elementary School District has established a LCAP committee comprised of parents, teacher representatives, a school board member, administration, the district business manager, a classified staff representative, and eighth grade student representatives.

The committee has met a number of times to discuss the goals and priorities of the school district to develop the LCAP. Meetings were held with the LCAP Advisory Committee on October 4th, November 2nd, January 18th, February 22nd, March 23rd, and April 24th, and May 18th. All meetings had printed agendas and attendance sheets.

October 4th - Explained LCAP and the eight state priorities to our committee members; went over our 16/17 LCAP actions/services.

November 2nd - Reviewed California Healthy Kids Survey and County Bullying Survey-no results. Our Chief Business Officer, Jeanette Goni, reviewed the budget for the 16/17 school year. The committee also reviewed MAP and CAASPP data. Looking at all the data gives the committee insight into the areas that our LCAP needs to focus their efforts for the 17/18 school year.

January 18th - Reviewed California Healthy Kids Survey data and completed our needs assessment. We also discussed Richmond School’s suspension rates and that suspension rates will be a part of our state priorities. We continued reviewing CAASPP data.

February 22nd - Discussed/created our own Richmond survey. We reviewed the new state dashboard.

March 23rd - We continued our state dashboard conversation, bringing in the local indicators. We analyzed the results of the Richmond School survey. We discussed that we added a padlet to the Richmond School Website so that parents can anonymously contribute anything that they feel is necessary/important for our students in the 2017/18 school year. Since we were not able to provide electives during the 16/17 school year, we discussed at length the electives that should be offered and how this will unfold in the 17/18 school year.

April 24th - We viewed the ‘new’ local indicator part of the state dashboard and asked for recommendations/clarifications. The new MAP comparison for the winter months was presented. Finally, we discussed what our actions/services should be added/continued/dropped for our upcoming 2017/18 LCAP.

May 18th - This was our final meeting for the year. We wrapped up our actions/services for the 2017/18 school year. An elective PowerPoint was previewed by the committee for our upcoming parent meeting. We also viewed the latest update of the state dashboard.

Upon developing goals under each of the eight priorities, administration has sought out input from the entire teaching staff, classified staff, and the school’s community.

Meetings were held with certificated staff (January 23rd, February 27th, March 1st, March 6th, March 27th, and May 8th) and classified staff (August 19th and April 20th). During these meetings, the California School Dashboard, including the new local indicators were observed. We spent many hours determining our actions/services and creating the elective schedule.

The Richmond Board of Trustees was kept abreast of the evolving LCAP process and was shown the California School Dashboard during the January, March, April, and May meetings. The Richmond Board of Trustees was also involved in the elective process.

A public hearing was held on Thursday, June 15, 2017. The Richmond Board of Trustees was informed of the final updates to the LCAP and had the opportunity during our April board meeting to ask questions or add to our list of actions/services. No one from the public attended the meeting.
The Richmond Board of Trustees approved the LCAP with a vote of 3-0 on Thursday, June 22, 2017. The Board appreciated the work and ideas of the LCAP committee.

IMPACT ON LCAP AND ANNUAL UPDATE

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

All groups had the opportunity to become involved in creating the LCAP. Every staff member voiced their opinions on how to improve our school and remain fiscally solvent. The final meeting of the LCAP Advisory Committee was used to tally the priorities and narrow down the main priorities for Richmond students.

LCAP Advisory Committee:
Outcomes/changes:

October 4th - There were no outcomes and no changes. This meeting was merely informational.

November 2nd - Although this meeting was heavy with data, the LCAP Advisory Committee realized that our 4th and 7th grade students were lower in ELA and math than the rest of the grade levels.

January 18th - CHKS (California Healthy Kids Survey) was analyzed based on the needs of the students. The climate survey for the staff was also reviewed with positive results. It was heavily discussed that even though Richmond's suspension rates were low and that we have a blue circle on the California School Dashboard, one or two suspensions during the year will move us into a different color range on the dashboard for our state indicators. The LCAP Advisory Committee agreed that with the small population of our school, it was likely to change.

February 22nd - We created our own Richmond Parent Survey because both the state and county parent surveys were poorly attended.

March 23rd - We analyzed the results of the Richmond Parent Survey and were pleasantly surprised with the 55% of the parents responding. We, as a result of the parent survey, discussed the electives that should be offered and how this will take place during the school year.

April 24th - We discussed at length the new actions/services that should be added to the 2017/18 school year, which actions/services were completed, and which actions/services should be continued. We also compared the winter MAP results and determined that both 4th & 7th grade students were gaining in achievement, but could still use some support.

May 18th - We reviewed the latest addition of the local indicators on the California School Dashboard and previewed a PowerPoint which is to be shown at a May 24th parent meeting to roll out the new electives and extended day schedule for the 2017/18 school year.

The Richmond Board of Trustees were kept abreast of the conversations regarding the development of a financially and educationally sound LCAP. They were also informed of the California School Dashboard as it evolved during the year.

During the public hearing, four out of the five board members were present. There were no members of the public attending. The superintendent discussed actions/services for the 2017/18 school year. There were no comments from the public.

Highlights of the 2017-18 LCAP was discussed during the June Board meeting. Board members discussed the actions/services for the next school year.
Goals, Actions, & Services

Strategic Planning Details and Accountability

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

<table>
<thead>
<tr>
<th></th>
<th>New</th>
<th>× Modified</th>
<th>☐ Unchanged</th>
</tr>
</thead>
</table>

Goal 1

Richmond School will strive to provide a broad course of study for all students in a safe environment conducive to learning from a highly qualified credentialed staff working towards full implementation of the California state standards.

2017-18 School Year

State and/or Local Priorities Addressed by this goal:

<table>
<thead>
<tr>
<th>State</th>
<th>COE</th>
<th>LOCAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ 1</td>
<td>☐ 9</td>
<td>☐ 10</td>
</tr>
</tbody>
</table>

Identified Need

Need: The need for Priority 1 is to recruit and retain Highly Qualified Teachers, provide all students with sufficient instructional materials, and maintain our school in good or exemplary condition as measured by the Facility Inspection Tool (FIT). The need for Priority 2 is to increase student academic achievement through lessons using California state standards and standards aligned materials. The need for Priority 7 is to provide a broad course of study for all students, including English learners and students with disabilities.

Metric: SARC, FIT, CBEDS, Williams’ Compliance, Training Data, CALPADS, Schedules, and Course of Studies.

EXPECTED ANNUAL MEASURABLE OUTCOMES

<table>
<thead>
<tr>
<th>Priority 1: Local Indicator/Teacher credential</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A: 89% of our teachers are fully credentialed. We have 100% of those teachers that are appropriately assigned. One teacher is working on a Provisional Intern Permit.</td>
<td>1A: Maintain 100% rate of teacher/staff that are appropriately assigned and increase the number of fully credentialed teachers to 95%.</td>
<td>1A: Maintain 100% rate of teacher/staff that are appropriately assigned and increase the number of fully credentialed teachers to 100%.</td>
<td>1A: Maintain 100% rate of teacher/staff that are appropriately assigned and increase the number of fully credentialed teachers to 100%.</td>
<td></td>
</tr>
</tbody>
</table>

Priority 1: Local Indicator/Instructional materials

<table>
<thead>
<tr>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>1B: 100% of our classrooms have sufficient instructional materials as verified by the William’s Report</td>
<td>1B: Maintain 100% of our classrooms have sufficient instructional materials as verified by the William’s Report.</td>
<td>1B: Maintain 100% of our classrooms have sufficient instructional materials as verified by the William’s Report.</td>
<td>1B: Maintain 100% of our classrooms have sufficient instructional materials as verified by the William’s Report.</td>
</tr>
</tbody>
</table>
Priority 1: Local Indicator/Facilities in good repair

1C: We have maintained a good or exemplary condition as measured by the Facility Inspection Tool (FIT).

Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool

2A: Our teachers are working towards implementing standards-based lessons in English language arts and mathematics. Some of our teachers that have changed grade levels and may need help with the new curriculum in ELA and math. According to the Local Indicator Reflection Tool, our staff rated training in improving the delivery and instruction in the area of math at the Initial Implementation stage, ELA at the Full Implementation stage, Science at the Exploration and Research Phase; and Social Science at the Exploration and Research phase.

2B: 100% of our teachers did receive ELA/ELD Framework training provided by the Lassen County Office of Education.

Priority 2: Local Indicator/Implementation of State Standards/ELD

2C: This year instead of the implementation map, we used the reflection tool provided by the Dashboard to determine Priority 2-Local Indicators.
<table>
<thead>
<tr>
<th>Priority 2: Local Indicator/Implementation of State Standards/ELD</th>
</tr>
</thead>
<tbody>
<tr>
<td>2D: We have no English learners this year.</td>
</tr>
<tr>
<td>2D: Ensure 100% of English learners and students with disabilities have full access to core instruction, especially with daily English language development support for English learners.</td>
</tr>
<tr>
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</tr>
<tr>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority 7: Local Metric/A broad course of study</th>
</tr>
</thead>
<tbody>
<tr>
<td>7A: A baseline was not established this year because we did not provide course access in foreign language, visual and performing arts, and applied arts in the middle school grade levels. However, this spring the Richmond Board of Trustees and the staff have diligently worked to provide a quality effective program that will begin in the 2017/18 School Year.</td>
</tr>
<tr>
<td>7A: For the 2017-18 school year, we will provide course access by reviewing our baseline statistics in 2016-17 and improving these courses.</td>
</tr>
<tr>
<td>7A: For the 2018-19 school year, we will continue to provide course access to all students.</td>
</tr>
<tr>
<td>7A: For the 2018-19 school year, we will continue to provide course access to all students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>7B: We will ensure that all programs and services developed are available to all unduplicated pupils.</td>
</tr>
<tr>
<td>7B: Ensure all programs and services developed and provided are available to all unduplicated pupils.</td>
</tr>
<tr>
<td>7B: Ensure all programs and services developed and provided are available to all unduplicated pupils.</td>
</tr>
<tr>
<td>7B: Ensure all programs and services developed and provided are available to all unduplicated pupils.</td>
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</table>

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<thead>
<tr>
<th>Priority 7: Local Metric/Programs/services developed and provided to individuals with exceptional needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>7C: We will ensure that all programs and services developed are available to all individuals with exceptional needs.</td>
</tr>
<tr>
<td>7C: Ensure all programs and services developed and provided are available to all individuals with exceptional needs.</td>
</tr>
<tr>
<td>7C: Ensure all programs and services developed and provided are available to all individuals with exceptional needs.</td>
</tr>
<tr>
<td>7C: Ensure all programs and services developed and provided are available to all individuals with exceptional needs.</td>
</tr>
</tbody>
</table>

**PLANNED ACTIONS / SERVICES**

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

| Action | 1 |
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>All</th>
<th>Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Schools</td>
<td></td>
<td>Specific Schools:</td>
</tr>
<tr>
<td>Specific Grade spans:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

**ACTIONS/SERVICES**

**2017-18**

- [ ] New
- - [X] Modified
- - [ ] Unchanged

In the 2017-18 school year, we will work to build classes that will provide course access/electives to all students. These classes will be provided during the school day and rotate each trimester.

**2018-19**

- [ ] New
- - [ ] Modified
- - - [X] Unchanged

We will continue to revise and reflect on our elective program making changes as needed. Our electives will reflect upon the needs of our students.

**2019-20**

- [ ] New
- - [ ] Modified
- - - [X] Unchanged

We will continue to revise and reflect on our elective program making changes as needed. Our electives will reflect upon the needs of our students.

**BUDGETED EXPENDITURES**

**2017-18**

<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>$20,000</td>
<td>Base</td>
<td>5800: Professional/Consulting Services And Operating Expenditures Professional Services</td>
</tr>
</tbody>
</table>

**2018-19**

<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>$20,000</td>
<td>Base</td>
<td>5800: Professional/Consulting Services And Operating Expenditures Professional Services</td>
</tr>
</tbody>
</table>

**2019-20**

<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>$20,000</td>
<td>Base</td>
<td>5800: Professional/Consulting Services And Operating Expenditures Professional Services</td>
</tr>
</tbody>
</table>
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
- All
- Students with Disabilities

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
- Limited to Unduplicated Student Group(s)

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

ACTIONS/SERVICES

2017-18
- New
- Modified
- Unchanged

In the 2017-18 school year, we will repair/repaint the paint on the gym, add additional playground equipment, and make changes to the parking lot.

BUDGETED EXPENDITURES

2017-18
- Amount: $60,000
- Source: Other
- Budget Reference: 6000-6999: Capital Outlay Buildings & Improvement of Buildings

2018-19
- Amount: $20,000
- Source: Other
- Budget Reference: 6000-6999: Capital Outlay Buildings & Improvement of Buildings

2019-20
- Amount: $20,000
- Source: Other
- Budget Reference: 6000-6999: Capital Outlay Buildings & Improvement of Buildings

Action

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served
- [x] All
- [ ] Students with Disabilities

### Location(s)
- [x] All Schools
- [ ] Specific Schools
- [ ] Specific Grade spans

### For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
- [x] English Learners
- [x] Foster Youth
- [x] Low Income

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

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

### ACTIONS/SERVICES

#### 2017-18
- [ ] New
- [x] Modified
- [x] Unchanged

Our reading intervention teacher has been approved by the Richmond Board of Trustees to work with students in first through eighth grades to develop/build their reading/comprehension skills. These students are placed in the RtI class based on their MAP scores and teacher recommendation.

#### 2018-19
- [ ] New
- [x] Modified
- [x] Unchanged

Continue to hire a reading specialist for all of our students.

#### 2019-20
- [ ] New
- [x] Modified
- [x] Unchanged

Continue to hire a reading specialist for all of our students.

### BUDGETED EXPENDITURES

#### 2017-18
- **Amount**: $20,000
- **Source**: Base
- **Budget Reference**: 1000-1999: Certificated Personnel Salaries Salary
- **Amount**: $3336
- **Source**: Base

#### 2018-19
- **Amount**: $20,000
- **Source**: Base
- **Budget Reference**: 1000-1999: Certificated Personnel Salaries Salary
- **Amount**: $3,706
- **Source**: Base

#### 2019-20
- **Amount**: $20,000
- **Source**: Base
- **Budget Reference**: 1000-1999: Certificated Personnel Salaries Salary
- **Amount**: $4,076
- **Source**: Base
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

- 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 ☐ Limited to Unduplicated Student Group(s)

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

**ACTIONS/SERVICES**

2017-18

- ☒ New ☒ Modified ☐ Unchanged

During the 2017-18 school year, we will adopt curriculum, depending upon the adoption cycle of the State of California, in the area of social science. We will also provide training to our staff in this area.

2018-19

- ☒ New ☒ Modified ☒ Unchanged

Continue to provide training in the area of social science for our paraprofessionals and teachers.

2019-20

- ☒ New ☒ Modified ☐ Unchanged

Continue to provide training in the area of social science for our paraprofessionals and teachers.

**BUDGETED EXPENDITURES**

2017-18

- Amount: $0.00

2018-19

- Amount: $50,000

- Source: Base

2019-20

- Amount: $0.00

- Source: Base
### Budget Reference
- **Amount**: No Cost
- **Source**: Base
- **Budget Reference**: Should be included with purchase of curriculum

### 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

- **Location(s)**
  - All Schools
  - Specific Schools:

**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

- **Location(s)**
  - All Schools
  - Specific Schools:

### ACTIONS/SERVICES

**2017-18**
- New
- Modified
- Unchanged

During the 2017/18 school year, we will continue to provide/send teachers to technology training workshops.

**2018-19**
- New
- Modified
- Unchanged

We will continue to provide/send teachers to technology training workshops.

**2019-20**
- New
- Modified
- Unchanged

We will continue to provide/send teachers to technology training workshops.

### BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**
<table>
<thead>
<tr>
<th>Action</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>$3,000</td>
<td>Base</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
</tr>
<tr>
<td></td>
<td>$600</td>
<td>Base</td>
<td>Travel and Conferences</td>
</tr>
<tr>
<td></td>
<td>$100</td>
<td>Base</td>
<td>1000-1999: Certificated Personnel Salaries Substitute Salary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Base</td>
<td>3000-3999: Employee Benefits</td>
</tr>
</tbody>
</table>

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

- Students to be Served: ☑ All, ☐ Students with Disabilities
- Location(s): ☑ All Schools, ☐ Specific Schools:

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, ☑ Limited to Unduplicated Student Group(s)
- Location(s): ☑ All Schools, ☐ Specific Schools:
ACCTIONS/SERVICES

2017-18

□ New □ Modified □ Unchanged

To improve the conditions of learning for our students, we will continue to update technology by purchasing new projectors or televisions, a sound system, and purchasing headphones for each class.

BUDGETED EXPENDITURES

2017-18

Amount: $20,000
Source: Base
Budget Reference: 4000-4999: Books And Supplies Non-Capitalized Equipment

2018-19

Amount: $20,000
Source: Base
Budget Reference: 4000-4999: Books And Supplies Non-Capitalized Equipment

2019-20

Amount: $20,000
Source: Base
Budget Reference: 4000-4999: Books And Supplies Non-Capitalized Equipment

Action 7

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

Students to be Served: □ All □ Students with Disabilities □

Location(s): □ All Schools □ Specific Schools:

For Actions/Servises 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:

ACCTIONS/SERVICES
Teachers/staff will vertically collaborate to provide the required technology skills for all students.

**BUDGETED EXPENDITURES**

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$0</td>
<td>No Cost</td>
</tr>
<tr>
<td>2018-19</td>
<td>$0.00</td>
<td>No Cost</td>
</tr>
<tr>
<td>2019-20</td>
<td>$0.00</td>
<td>No Cost</td>
</tr>
</tbody>
</table>

**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

- Location(s)
  - All Schools
  - Specific Schools:

**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

- Location(s)
  - All Schools
  - Specific Schools:

**ACTIONS/SERVICES**

<table>
<thead>
<tr>
<th>Year</th>
<th>New</th>
<th>Modified</th>
<th>Unchanged</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018-19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2019-20</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
We will hire additional help for our elective program.

BUDGETED EXPENDITURES

2017-18

<table>
<thead>
<tr>
<th>Amount</th>
<th>$8,800</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source</td>
<td>Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5800: Professional/Consulting Services And Operating Expenditures Professional Services</td>
</tr>
</tbody>
</table>

Action 9

Students to be Served

- All
- Students with Disabilities

Location(s)

- All Schools
- Specific Schools:

OR

ACTIONS/SERVICES

- New
- Modified
- Unchanged

2018-19

<table>
<thead>
<tr>
<th>Amount</th>
<th>$8,800</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source</td>
<td>Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5800: Professional/Consulting Services And Operating Expenditures Professional Services</td>
</tr>
</tbody>
</table>

2019-20

<table>
<thead>
<tr>
<th>Amount</th>
<th>$8,800</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source</td>
<td>Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5800: Professional/Consulting Services And Operating Expenditures Professional Services</td>
</tr>
</tbody>
</table>

BUDGETED EXPENDITURES

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

Location(s)

- All Schools
- Specific Schools:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
For the 2017/18 school year, we will continue to provide staff development to all teachers and other staff members based on a needs assessment and staff input.

We will continue to provide staff development to all teachers and other staff members based on a needs assessment and staff input.

We will continue to provide staff development to all teachers and other staff members based on a needs assessment and staff input.

BUDGETED EXPENDITURES

2017-18

Amount: $3,000
Source: Base
Budget Reference: 5800: Professional/Consulting Services And Operating Expenditures Professional Services

2018-19

Amount: $3,000
Source: Base
Budget Reference: 5800: Professional/Consulting Services And Operating Expenditures Professional Services

2019-20

Amount: $3,000
Source: Base
Budget Reference: 5800: Professional/Consulting Services And Operating Expenditures Professional Services

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

Students to be Served
- All
- Students with Disabilities

Location(s)
- All Schools
- Specific Schools

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

Homework Hour will concentrate on improving skills in the area of math for fourth through eighth grade students.

**2018-19**

☐ New ☐ Modified ☒ Unchanged

Homework Hour will concentrate on improving skills in the area of math for fourth through eighth grade students.

**2019-20**

☐ New ☐ Modified ☒ Unchanged

Homework Hour will concentrate on improving skills in the area of math for fourth through eighth grade students.

**BUDGETED EXPENDITURES**

**2017-18**

*Amount* $1,000

*Source* Base

*Budget Reference* 1000-1999: Certificated Personnel Salaries Salary

*Amount* $167

*Source* Base

*Budget Reference* 3000-3999: Employee Benefits Employee Benefits

**2018-19**

*Amount* $1,000

*Source* Base

*Budget Reference* 1000-1999: Certificated Personnel Salaries Salary

*Amount* $185

*Source* Base

*Budget Reference* 3000-3999: Employee Benefits Employee Benefits

**2019-20**

*Amount* $1,000

*Source* Base

*Budget Reference* 1000-1999: Certificated Personnel Salaries Salary

*Amount* $204

*Source* Base

*Budget Reference* 3000-3999: Employee Benefits Employee Benefits
Goals, Actions, & Services

Strategic Planning Details and Accountability

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

<table>
<thead>
<tr>
<th></th>
<th>New</th>
<th>Modified</th>
<th>Unchanged</th>
</tr>
</thead>
</table>

Goal 2

Richmond School will continue to engage both parents and students in order to provide a safe environment conducive to learning for all students and staff.

2017-18 School Year

State and/or Local Priorities Addressed by this goal:

<table>
<thead>
<tr>
<th></th>
<th>STATE</th>
<th>COE</th>
<th>LOCAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Identified Need

The need for Priority 3 is to seek parent input in making decisions for the school district. The need for Priority 5 is to increase attendance and chronic absenteeism rates. The need for Priority 6 is to increase the sense of school connectedness and school climate.

Metric: CHKS, Parent and Student Districtwide Survey, SARB, SARC, School Site Council, CBEDS, Truancy Rates, Interdistrict Requests/Reasons

EXPECTED ANNUAL MEASURABLE OUTCOMES

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool</td>
<td>3A: While not increasing our number of parents attending school functions by 5%, we maintained that number attending Back to School Night and Parent/Teacher Conferences.</td>
<td>3A: Increase the percentage of parents attending school functions by at least 5% as measured by attendance records (sign-in sheets) at school functions.</td>
<td>3A: Increase the percentage of parents attending school functions by at least 5% as measured by attendance records (sign-in sheets) at school functions.</td>
<td>3A: Increase the percentage of parents attending school functions by at least 5% as measured by attendance records (sign-in sheets) at school functions.</td>
</tr>
<tr>
<td>Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool</td>
<td>3B: We actually increased 6% in the number of surveys returned. In the Spring of 2016,</td>
<td>3B: Increase the number of parent surveys returned by 5%.</td>
<td>3B: Increase the number of parent surveys returned by 5%.</td>
<td>3B: Increase the number of parent surveys returned by 5%.</td>
</tr>
</tbody>
</table>
we had 50% take our survey. In the Spring of 2017, we had 55% of our parents take the survey. A similar survey was given to both parents and students including unduplicated parents/students during the Spring of 2016 and the Spring of 2017.

**Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool**

3C: We have great participation from the parents of students with exceptional needs. They attend Back to School Night, conferences, regularly meet with staff, and help with parent involved activities.

3C: We will continue to have support from the parents of students with exceptional needs. They will attend Back to School Night, conferences, regularly meet with staff, and help with parent involved activities.

3C: We will continue to have support from the parents of students with exceptional needs. They will attend Back to School Night, conferences, regularly meet with staff, and help with parent involved activities.

**Priority 5: Local Metric/Student Engagement/School attendance rates**

5A: School Attendance Rates increased from 95.01% to 95.71%

5A: School Attendance Rates will increase by 1%.

5A: School Attendance Rates will increase by 1%.

**Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates**

5B: Our chronic absenteeism is currently at 5% according to our student data system, Schoolwise. We did not decrease our number.

5B: We will maintain our chronic absenteeism rate to 3% of our population.

5B: We will maintain our chronic absenteeism rate to 3% of our population.

**Priority 5: Local Metric/Middle school dropout rate**

5C: We maintained our middle school dropout rate of 0%.

5C: We will maintain our middle school dropout rate, which is 0%.

5C: We will maintain our middle school dropout rate, which is 0%.

**Priority 5: Local Metric/Student Engagement/High school dropout rate**

5D: Since we are not a high school, dropout rates and graduation rates for high school students do not apply to us.

5D: Since we are not a high school, dropout rates and graduation rates for high school students do not apply to us.

5D: Since we are not a high school, dropout rates and graduation rates for high school students do not apply to us.
<table>
<thead>
<tr>
<th>Priority 6: State Indicator/Student Suspension Indicator</th>
<th>6A: Our current actual suspension rate is 3%.</th>
<th>6A: We would like to maintain a 1% rate of suspensions.</th>
<th>6A: We would like to maintain a 1% rate of suspensions.</th>
<th>6A: We would like to maintain a 1% rate of suspensions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 6: Local Metric/Expulsion rate</td>
<td>6B: Our expulsion rate is 0%. We did maintain this number.</td>
<td>6B: Our expulsion rate is 0%. We will maintain this number.</td>
<td>6B: Our expulsion rate is 0%. We will maintain this number.</td>
<td>6B: Our expulsion rate is 0%. We will maintain this number.</td>
</tr>
<tr>
<td>Priority 6: Local Indicator/Local tool for school climate</td>
<td>6C: Overall, questions pertaining to school climate improved from the 2016 parent/student surveys to the 2017 parent/student surveys.</td>
<td>6C: Improve our school climate as measured by our Parent/Student survey.</td>
<td>6C: Improve our school climate as measured by our Parent/Student survey.</td>
<td>6C: Improve our school climate as measured by our Parent/Student survey.</td>
</tr>
</tbody>
</table>

**PLANNED ACTIONS / SERVICES**

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

**Action 1**

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>☑ All</th>
<th>☐ Students with Disabilities</th>
<th>☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location(s)</td>
<td>☑ All Schools</td>
<td>☐ Specific Schools:</td>
<td>☐ Specific Grade spans:</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>☐ English Learners</th>
<th>☐ Foster Youth</th>
<th>☐ Low Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope of Services</td>
<td>☐ LEA-wide</td>
<td>☐ Schoolwide</td>
<td>☐ Limited to Unduplicated Student Group(s)</td>
</tr>
<tr>
<td>Location(s)</td>
<td>☐ All Schools</td>
<td>☐ Specific Schools:</td>
<td>☐ Specific Grade spans:</td>
</tr>
</tbody>
</table>
### ACTIONS/SERVICES

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] New</td>
<td>[ ] New</td>
<td>[ ] New</td>
</tr>
<tr>
<td>[ ] Modified</td>
<td>[ ] Modified</td>
<td>[ ] Modified</td>
</tr>
<tr>
<td>[x] Unchanged</td>
<td>[x] Unchanged</td>
<td>[x] Unchanged</td>
</tr>
</tbody>
</table>

Teachers will have parent meetings at Back to School Night and other times throughout the year to teach parents how to use the curriculum and possibly to have technology nights.

### BUDGETED EXPENDITURES

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>Amount</td>
<td>Amount</td>
</tr>
<tr>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Budget Reference</td>
<td>Budget Reference</td>
</tr>
<tr>
<td>No cost</td>
<td>No Cost</td>
<td>No Cost</td>
</tr>
</tbody>
</table>

**Action 2**

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

- Students to be Served
  - [x] All
  - [ ] Students with Disabilities
- Location(s)
  - [x] All Schools
  - [ ] Specific Schools

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
  - [x] Schoolwide
  - [ ] Limited to Unduplicated Student Group(s)
- Location(s)
  - [ ] All Schools
  - [ ] Specific Schools
Students that are truant will be sent a truancy letter. Any parent of a habitual truant student will be sent to the School Attendance and Review Board (SARB). An attendance contact will be sent to all parents at the beginning of the school year.

**BUDGETED EXPENDITURES**

<table>
<thead>
<tr>
<th>Year</th>
<th>Action</th>
<th>Amount</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>3</td>
<td>$0.00</td>
<td>No cost</td>
</tr>
<tr>
<td>2018-19</td>
<td></td>
<td>$0.00</td>
<td>No Cost</td>
</tr>
<tr>
<td>2019-20</td>
<td></td>
<td>$0.00</td>
<td>No Cost</td>
</tr>
</tbody>
</table>

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

- **Students to be Served:**
  - All
  - Students with Disabilities

- **Location(s):**
  - All Schools
  - Specific Schools:

- **Scope of Services:**
  - LEA-wide
  - Schoolwide

- **Priority:**
  - Specific Grade spans:

**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

- **Priority:**
  - Limited to Unduplicated Student Group(s)

**Location(s):**

- All Schools
- Specific Schools:

**Actions/Services**

<table>
<thead>
<tr>
<th>Year</th>
<th>Action</th>
<th>Amount</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018-19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2019-20</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The eighth grade graduating student with the best overall attendance since kindergarten will be awarded a monetary scholarship towards high school.

**BUDGETED EXPENDITURES**

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$0.00</td>
<td>No cost to general fund-paid out of student body funds or sponsored by Richmond Community Association</td>
</tr>
<tr>
<td>2018-19</td>
<td>$0.00</td>
<td>No cost to general fund-paid out of student body funds or sponsored by Richmond Community Association</td>
</tr>
<tr>
<td>2019-20</td>
<td>$0.00</td>
<td>No cost to general fund-paid out of student body funds or sponsored by Richmond Community Association</td>
</tr>
</tbody>
</table>

**Action** 4

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>Specific Grade spans:</td>
</tr>
</tbody>
</table>

OR

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

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

**ACTIONS/SERVICES**

<table>
<thead>
<tr>
<th>Year</th>
<th>New</th>
<th>Modified</th>
<th>Unchanged</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018-19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2019-20</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A half day, once a week counselor will be hired to meet the needs of those students that need counseling services and are not deemed special education.

**BUDGETED EXPENDITURES**

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$8,000</td>
<td>Supplemental</td>
<td>5000-5999: Services And Other Operating Expenditures Professional Services</td>
</tr>
<tr>
<td>2018-19</td>
<td>$8,000</td>
<td>Supplemental</td>
<td>5800: Professional/Consulting Services And Operating Expenditures Professional Services</td>
</tr>
<tr>
<td>2019-20</td>
<td>$8,000</td>
<td>Supplemental</td>
<td>5800: Professional/Consulting Services And Operating Expenditures Professional Services</td>
</tr>
</tbody>
</table>

**Action** 5

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

- **Students to be Served**
  - ☒ All
  - ☐ Students with Disabilities

- **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
  - ☐ Limited to Unduplicated Student Group(s)

- **Location(s)**
  - ☐ All Schools
  - ☐ Specific Schools:
  - ☐ Specific Grade spans:

**ACTIONS/SERVICES**

<table>
<thead>
<tr>
<th>Year</th>
<th>New</th>
<th>Modified</th>
<th>Unchanged</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>2018-19</td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>2019-20</td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
</tr>
</tbody>
</table>
BUDGETED EXPENDITURES

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$0.00</td>
<td>No Cost</td>
</tr>
<tr>
<td>2018-19</td>
<td>$0.00</td>
<td>No Cost</td>
</tr>
<tr>
<td>2019-20</td>
<td>$0.00</td>
<td>No Cost</td>
</tr>
</tbody>
</table>

ACTION

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

- Students to be Served: All
- Location(s): All Schools

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
- Location(s): All Schools

ACTIONS/SERVICES

Year       | New | Modified | Unchanged |
-----------|-----|----------|-----------|
2017-18    |     |          |           |
2018-19    |     |          |           |
2019-20    |     |          |           |

We will have educational and/or motivational assemblies based on the needs of our students as determined by our staff, Site Council, and LCAP committee members.
BUDGETED EXPENDITURES
2017-18
Amount $0.00
Budget Reference Cost of assemblies paid out of Student Body Fund

2018-19
Amount $0.00
Budget Reference Cost of assemblies paid out of Student Body Fund

2019-20
Amount $0.00
Budget Reference Cost of assemblies paid out of Student Body Fund

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

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
• Limited to Unduplicated Student Group(s)

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

ACTIONS/SERVICES
2017-18
• New
• Modified
• Unchanged

A member of the staff will be trained in mental health issues and share the information with the rest of the staff.

2018-19
• New
• Modified
• Unchanged

A member of the staff will be trained in mental health issues and share the information with the rest of the staff.

2019-20
• New
• Modified
• Unchanged

A member of the staff will be trained in mental health issues and share the information with the rest of the staff.

BUDGETED EXPENDITURES
2017-18
Amount $1,000

2018-19
Amount $1,000

2019-20
Amount $1,000
Action 8

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

- Students to be Served: All
- Location(s): All Schools

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
- Location(s): All Schools

ACTIONS/SERVICES

2017-18
- New: No
- Modified: Yes
- Unchanged: No

School's website will be supported annually. Teachers will receive training.

2018-19
- New: No
- Modified: Yes
- Unchanged: Yes

School's website will be supported annually.

2019-20
- New: No
- Modified: Yes
- Unchanged: Yes

School's website will be supported annually.

BUDGETED EXPENDITURES

2017-18
- Amount: $1,000
- Source: Base

2018-19
- Amount: $1,000
- Source: Base

2019-20
- Amount: $1,000
- Source: Base
Action 9

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>All</th>
<th>Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location(s)</td>
<td>All Schools</td>
<td>Specific Schools:</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>English Learners</th>
<th>Foster Youth</th>
<th>Low Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location(s)</td>
<td>LEA-wide</td>
<td>Schoolwide</td>
<td>Limited to Unduplicated Student Group(s)</td>
</tr>
</tbody>
</table>

**Actions/Services**

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>New</td>
<td>Modified</td>
<td>Unchanged</td>
</tr>
</tbody>
</table>

We will invite community members to come read with lower level students to become their "reading buddies".

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>No Cost</td>
<td>No Cost</td>
</tr>
</tbody>
</table>
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

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
- [x] English Learners
- [x] Foster Youth
- [x] Low Income

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

Location(s)
- [x] All Schools
- [ ] Specific Schools
- [ ] Specific Grade spans

**ACTIONS/SERVICES**

**2017-18**
- [x] New
- [ ] Modified
- [ ] Unchanged

All staff members will attend a Top 20 training in September that focuses on engaging the disengaged student and school climate.

**2018-19**
- [ ] New
- [ ] Modified
- [x] Unchanged

Staff members will implement the practices of engaging the disengaged student.

**2019-20**
- [ ] New
- [ ] Modified
- [x] Unchanged

Staff members will implement the practices of engaging the disengaged student.

**BUDGETED EXPENDITURES**

**2017-18**
- Amount: $6,000
- Source: Supplemental
- Budget Reference: 5800: Professional/Consulting Services And Operating Expenditures Professional Services

**2018-19**
- Amount: $0.00
- Source: 
- Budget Reference: No Cost

**2019-20**
- Amount: $0.00
- Source: 
- Budget Reference: No Cost

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 □
- 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

We will ask for volunteers that are willing to coach sports or teach art, music, drama or other classes.

**BUDGETED EXPENDITURES**

**2017-18**
- Amount: $4,000
- Source: Base
- Budget Reference: 1000-1999: Certificated Personnel Salaries Stipend for coaching
- Amount: $684
- Source: Base

**2018-19**
- Amount: $4,000
- Source: Base
- Budget Reference: 1000-1999: Certificated Personnel Salaries Stipend for coaching
- Amount: $684
- Source: Base

**2019-20**
- Amount: $4,000
- Source: Base
- Budget Reference: 1000-1999: Certificated Personnel Salaries Stipend for coaching
- Amount: $684
- Source: Base

We will ask for volunteers that are willing to coach sports or teach art, music, drama or other classes.
Goals, Actions, & Services

Strategic Planning Details and Accountability

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

<table>
<thead>
<tr>
<th>New</th>
<th>Modified</th>
<th>Unchanged</th>
</tr>
</thead>
</table>

Goal 3

Richmond School will continue to provide all students with a rigorous and challenging education, instructional assistance, and tools necessary for college and career readiness.

2017-18 School Year

State and/or Local Priorities Addressed by this goal

STATE: 1 2 3 4 5 6 7 8

COE: 9 10

LOCAL

Identified Need

Need: The need for Priority 4 and 8 is to improve State Testing -API Scores and improve MAP scores.
Metric: Student/Parent surveys, State Standards curriculum, MAP assessment results, Smarter Balanced results, SARC, CHKS, School Demographics

EXPECTED ANNUAL MEASURABLE OUTCOMES

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results</td>
<td>4A: CAASPP Data:</td>
<td>4A: Performance on Standardized tests: Since two years of data is needed to determine growth targets, the 2015-16 and 2016-17 CAASPP ELA and Math scores will be used to determine targets. We will increase our baseline growth targets by 5%.</td>
<td>4A: Performance on Standardized tests: Since two years of data is needed to determine growth targets, the 2016-17 and 2017-18 CAASPP ELA and Math scores will be used to determine targets. We will increase our baseline growth targets by 5%.</td>
<td>4A: Performance on Standardized tests: Since two years of data is needed to determine growth targets, the 2016-17 and 2017-18 CAASPP ELA and Math scores will be used to determine targets. We will increase our baseline growth targets by 5%.</td>
</tr>
<tr>
<td>Grade 3:</td>
<td>75%</td>
<td>67%</td>
<td>75%</td>
<td>67%</td>
</tr>
<tr>
<td>Grade 4:</td>
<td>44%</td>
<td>62%</td>
<td>44%</td>
<td>62%</td>
</tr>
<tr>
<td>Grade 5:</td>
<td>55%</td>
<td>56%</td>
<td>55%</td>
<td>56%</td>
</tr>
<tr>
<td>Grade 6:</td>
<td>60%</td>
<td>48%</td>
<td>60%</td>
<td>48%</td>
</tr>
<tr>
<td>Grade 7:</td>
<td>58%</td>
<td>61%</td>
<td>58%</td>
<td>61%</td>
</tr>
<tr>
<td>Grade 8:</td>
<td>60%</td>
<td>60%</td>
<td>60%</td>
<td>60%</td>
</tr>
</tbody>
</table>
Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results

4A: CAASPP Data:
Mathematics: Met or Exceeded

<table>
<thead>
<tr>
<th>Grade</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>33%</td>
<td>40%</td>
</tr>
<tr>
<td>4th</td>
<td>46%</td>
<td>47%</td>
</tr>
<tr>
<td>5th</td>
<td>32%</td>
<td>35%</td>
</tr>
<tr>
<td>6th</td>
<td>49%</td>
<td>52%</td>
</tr>
<tr>
<td>7th</td>
<td>44%</td>
<td>39%</td>
</tr>
<tr>
<td>8th</td>
<td>55%</td>
<td>65%</td>
</tr>
</tbody>
</table>

Priority 4: The Academic Performance Index

4B: The Academic Performance Index level is yet to be determined.

Priority 4: State Indicator/College and Career Indicator/Career pathway completion

4C: Since we are a K-8 district, our students are not enrolled in courses that satisfy the UC or CSU entrance requirements, or CTE courses.

Priority 4: State Indicator/Academic Indicator/CELDT proficiency rates

4D: At this time, we have no EL students; however, we will push these students to increase their ability level on the CELDT.

Priority 4: State Indicator/Academic Indicator/Reclassification rates

4E: At this time, we have no EL students; however, we will work to pursue reclassification.

4A: Performance on Standardized tests: Since two years of data is needed to determine growth targets, the 2015-16 and 2016-17 CAASPP ELA and Math scores will be used to determine targets. We will increase our baseline growth targets by 5%.

4A: Performance on Standardized tests: Since two years of data is needed to determine growth targets, the 2015-16 and 2016-17 CAASPP ELA and Math scores will be used to determine targets. We will increase our baseline growth targets by 5%.

4A: Performance on Standardized tests: Since two years of data is needed to determine growth targets, the 2015-16 and 2016-17 CAASPP ELA and Math scores will be used to determine targets. We will increase our baseline growth targets by 5%.

4A: Performance on Standardized tests: Since two years of data is needed to determine growth targets, the 2015-16 and 2016-17 CAASPP ELA and Math scores will be used to determine targets. We will increase our baseline growth targets by 5%.
### 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.

<table>
<thead>
<tr>
<th>Action</th>
<th>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students to be Served</td>
</tr>
<tr>
<td></td>
<td>□ All</td>
</tr>
</tbody>
</table>
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

We will continue to purchase MAP (Measures of Academic Performance) to show the growth of our students in the appropriate grade level standards of achievement. We will administer MAP in early fall, winter, and late spring. Since our high school, Lassen High, uses MAP, we are directly aligned to high school placement for classes for our eighth grade students.

BUDGETED EXPENDITURES

2017-18

Amount $3,500
Source Base
Budget Reference 5000-5999: Services And Other Operating Expenditures

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

2018-19

☐ New ☐ Modified ☑ Unchanged

We will continue to purchase MAP (Measures of Academic Performance) to show the growth of our students in the appropriate grade level standards of achievement. We will administer MAP in early fall, winter, and late spring. Since our high school, Lassen High, uses MAP, we are directly aligned to high school placement for classes for our eighth grade students.

BUDGETED EXPENDITURES

2018-19

Amount $3,500
Source Base
Budget Reference 5000-5999: Services And Other Operating Expenditures

2019-20

☐ New ☐ Modified ☑ Unchanged

We will continue to purchase MAP (Measures of Academic Performance) to show the growth of our students in the appropriate grade level standards of achievement. We will administer MAP in early fall, winter, and late spring. Since our high school, Lassen High, uses MAP, we are directly aligned to high school placement for classes for our eighth grade students.

BUDGETED EXPENDITURES

2019-20

Amount $3,500
Source Base
Budget Reference 5000-5999: Services And Other Operating Expenditures
### Students to be Served
- □ All
- □ Students with Disabilities

### Location(s)
- □ All Schools
- □ Specific Schools:
- □ Specific Grade spans:

### For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
- □ English Learners
- □ Foster Youth
- □ Low Income

### Scope of Services
- □ LEA-wide
- □ Schoolwide
- □ Limited to Unduplicated Student Group(s)

### Location(s)
- □ All Schools
- □ Specific Schools:
- □ Specific Grade spans:

### ACTIONS/SERVICES

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- **Scholastic Reading Counts (SRC)** is a program that evaluates comprehension. Our books in the library and classrooms are coded as SRC books. The Richmond Community Association is willing to provide this service to our school by paying the annual subscription costs.

### BUDGETED EXPENDITURES

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- **Budget Reference:**
  - No cost to general fund - paid out of Richmond Community Association
  - No cost to general fund - paid out of Richmond Community Association
  - No cost to general fund - paid out of Richmond Community Association

### 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

**Location(s)**
- All Schools
- Specific Schools:

**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

**Location(s)**
- All Schools
- Specific Schools:

**ACTIONS/SERVICES**

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Based on the needs of our students as determined by CAASPP and MAP data, we will increase aide time and/or hire additional paraprofessionals.

**BUDGETED EXPENDITURES**

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

Students to be Served

- All
- Students with Disabilities

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
- Limited to Unduplicated Student Group(s)

Location(s)

- All Schools
- Specific Schools
- Specific Grade spans

ACTIONS/SERVICES

<table>
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During PE classes, we will ensure that students are gaining the strength and endurance needed to improve their skills tested on the CA Physical Fitness test in 5th and 7th grades.

BUDGETED EXPENDITURES

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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

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

**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  
- Limited to Unduplicated Student Group(s)

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

### ACTIONS/SERVICES

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- Continue the use of online curriculum-based homework using Microsoft 365.

### BUDGETED EXPENDITURES

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- Budget Reference: No Cost

**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
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)

<table>
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<tr>
<th>Location(s)</th>
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**Actions/Services**

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Increase the needs of our academic students by offering such subjects as debate, coding, programming, foreign languages, and more STEAM activities to increase their knowledge and outcomes.

**Budgeted Expenditures**

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<tr>
<th>Year</th>
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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

- Location(s):
  - All Schools
  - Specific Schools:
  - Specific Grade spans:
### For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
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<th>Foster Youth</th>
<th>Low Income</th>
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<tr>
<th>Scope of Services</th>
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<th>OR</th>
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### ACTIONS/SERVICES

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- **2017-18**
  - Concentrate on the memorization of multiplication facts for our students in grades 3-4. 80% of the third grade students and 100% of the fourth grade students will know their multiplication facts from 1-12 in random order. Third grade will be allowed ten minutes, while fourth grade will be allowed five minutes.

- **2018-19**
  - Concentrate on the memorization of multiplication facts for our students in grades 3-4. 80% of the third grade students and 100% of the fourth grade students will know their multiplication facts from 1-12 in random order. Third grade will be allowed ten minutes, while fourth grade will be allowed five minutes.

- **2019-20**
  - Concentrate on the memorization of multiplication facts for our students in grades 3-4. 80% of the third grade students and 100% of the fourth grade students will know their multiplication facts from 1-12 in random order. Third grade will be allowed ten minutes, while fourth grade will be allowed five minutes.

### BUDGETED EXPENDITURES

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Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year ☒ 2017-18 □ 2018-19 □ 2019-20

Estimated Supplemental and Concentration Grant Funds: $18,519
Percentage to Increase or Improve Services: .99%

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).

2017-18 School Year:
Richmond Elementary School District funding, under the Local Control Funding Formula, estimates the Supplemental funding will be approximately $18,519 for the 2017-18 school year. The funding will be used to support the 17 unduplicated students; 16 Low Income, and 1 Foster Youth. We also have 20 students with active IEP’s. At this time, we are expected to have a English Language Learner and no homeless students enrolled during the 2017/18 school year. This equates to an unduplicated amount of approximately 8% of the student population. Richmond Elementary is dedicated to the goals specified in this LCAP and intends to improve student achievement by targeting all students. Richmond Elementary School has an enrollment of unduplicated pupils of 8% so the identified services and justification of services below will be funded and provided on a districtwide basis.

Richmond Elementary intends to support all students by implementing and/or maintaining intervention programs, increasing access to technology, maintaining high quality staff, supporting parents by improving communication to families, and providing high quality professional development. Our LCAP committee members felt that the above mentioned items are the most effective use of our funds.

Actions/Services:

Goal 1/Action 3:
Providing support in the area of reading and language arts by hiring a RtI teacher, will improve the skills of students in fluency and comprehension. These services will be provided to all students recommended for support by their teachers. A portion of this action/service (approximately $4,519) will be paid out of supplemental funds. The remaining will be paid out of base funds.

Goal 2/Action 4:
Hiring a half day counselor will increase services to all students needing counseling support. This service will be provided to all students based on the recommendation of school staff and parents. Cost for this action/service: approximately $8,000.

Goal 3/Action 1:
Our District will be receiving Top 20 training. This training provides support for all students in the area of engagement. It distinguishes that exact area of help or support needed by each student. Cost for this action/service-approximately $6,000.
The Richmond Elementary School District believes that the services provided in this LCAP, provided on a districtwide basis, are the most effective use of funds to meet the district's Annual Measurable Outcomes for all pupils, including all unduplicated pupils. The basis for determination is to use funds on a districtwide basis is based on prior experience/successes and the research. The above activities and funds will be used to implement districtwide services that are principally directed towards all unduplicated students and targeted towards specific subgroups, with the goal to increase the percentage of students reaching proficiency on the CELDT/ELPAC, CAASPP, and other locally determined measures.
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: lcpf@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/saf/). (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 recategorization 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?

Prepared by the California Department of Education, October 2016
## LCAP Expenditure Summary

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<th>2016-17 Annual Update Budgeted</th>
<th>2016-17 Annual Update Actual</th>
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<th>2018-19</th>
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* Totals based on expenditure amounts in goal and annual update sections.
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<td>Base</td>
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<td>2,693.00</td>
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<td>4000-4999: Books And Supplies</td>
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<td>48,533.00</td>
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<td>70,000.00</td>
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<tr>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>Base</td>
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<tr>
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<td>20.00</td>
<td>20,000.00</td>
<td>80,020.00</td>
</tr>
</tbody>
</table>

* Totals based on expenditure amounts in goal and annual update sections.
## Total Expenditures by Goal

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<tbody>
<tr>
<td>Goal 1</td>
<td>140,003.00</td>
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</tbody>
</table>

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