# LCFF Budget Overview for Parents

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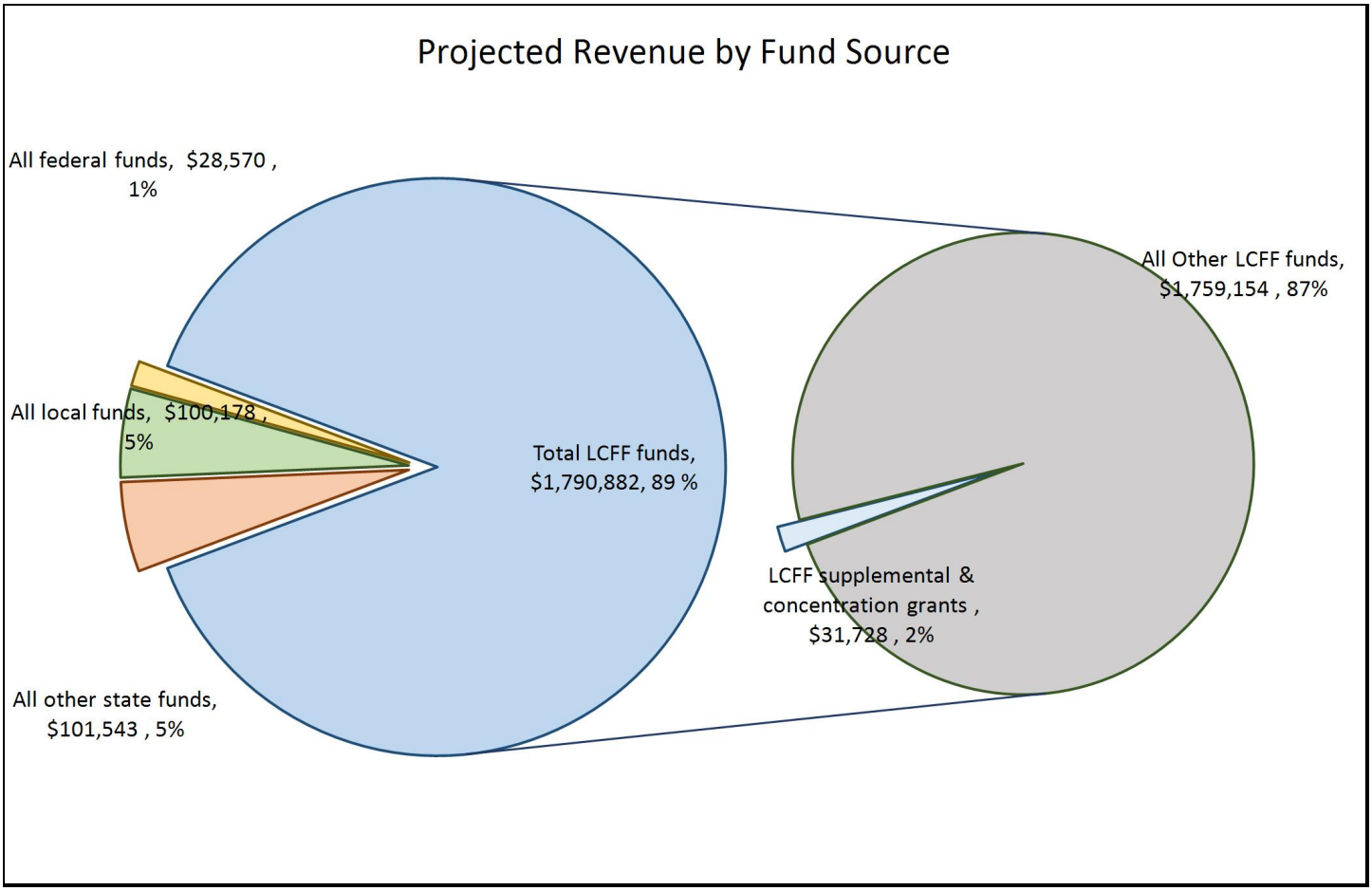
| Local Educational Agency (LEA) Name: Richmond Elementary School District |
| CDS Code: 18-64170 |
| Local Control and Accountability Plan (LCAP) Year: 2019-20 |
| LEA contact information: Vicky Leitaker, Superintendent/Principal |

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

## Budget Overview for the 2019-20 LCAP Year

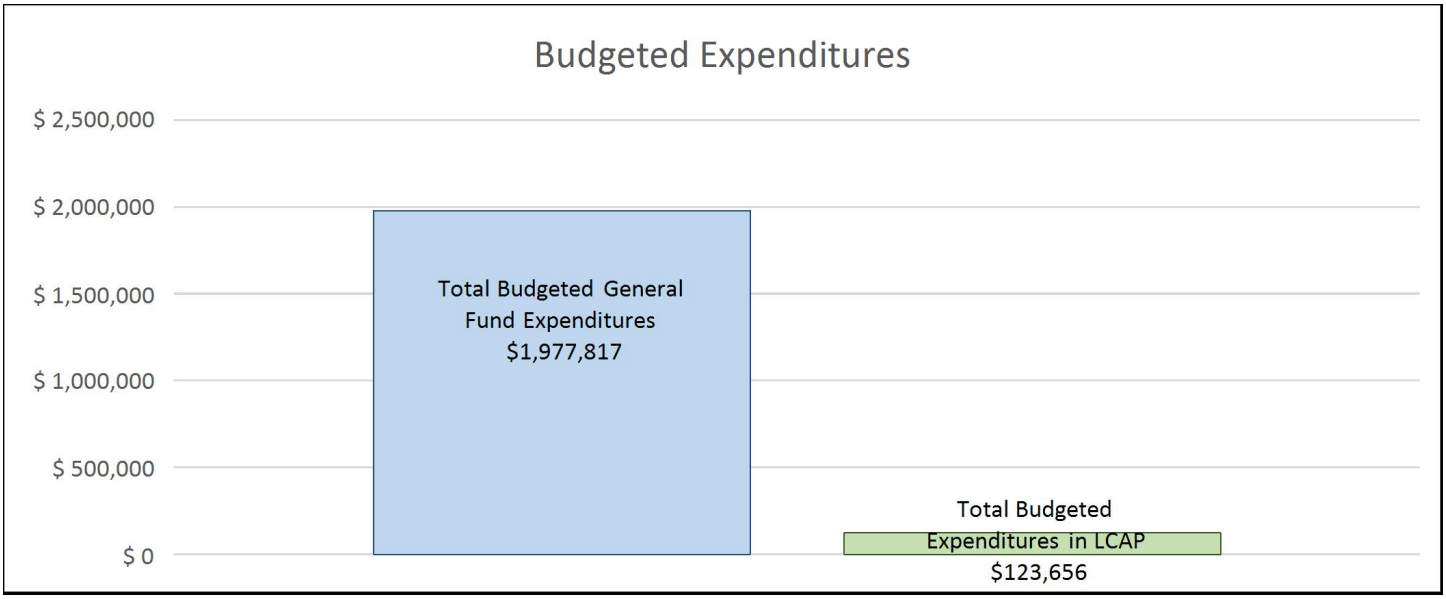



This chart shows the total general purpose revenue Richmond Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Richmond Elementary School District is $2,021,173, of which $1,790,882 is Local Control Funding Formula (LCFF), $101,543 is other state funds, $100,178 is local funds, and $28,570 is federal funds. Of the $1,790,882 in LCFF Funds, $31,728 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.




This chart provides a quick summary of how much Richmond Elementary School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Richmond Elementary School District plans to spend $1,977,817 for the 2019-20 school year. Of that amount, $123,656 is tied to actions/services in the LCAP and $1,854,161 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

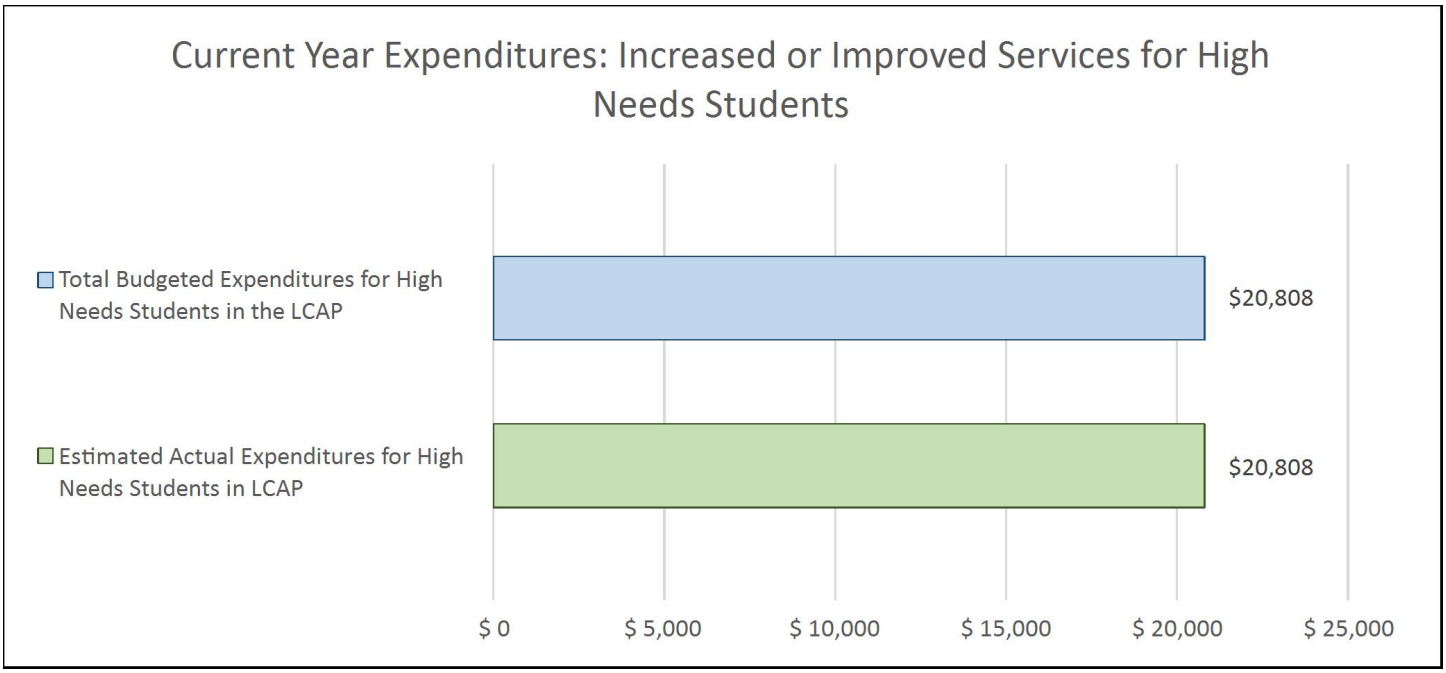
The Richmond Elementary School District's General Fund Expenditure for the 2019-20 year total $1,940,135. The majority of the expenditures not included in the LCAP are personnel cost of costs of $1,491,534 for salary, health benefits contributions, statutory employer taxes for certificated and classified employees. Books and Supplies account for $112,074. Services and Other Operating costs account for $183,050 to included professional services such as liability insurance, technology support, and utilities. Capital Outlay costs account for $40,000.

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

In 2019-20, Richmond Elementary School District is projecting it will receive $31,728 based on the enrollment of foster youth, English learner, and low-income students. Richmond Elementary School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Richmond Elementary School District plans to spend $31,728 on actions to meet this requirement.

# LCFF Budget Overview for Parents

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




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

In 2018-19, Richmond Elementary School District's LCAP budgeted $20,808 for planned actions to increase or improve services for high needs students. Richmond Elementary School District estimates that it will actually spend $20,808 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of $0 had the following impact on Richmond Elementary School District's ability to increase or improve services for high needs students: The difference did not impact the actions and services and the services for high needs student in 2018-19. Actions and services were met using other outside sources.

**LCAP Year** (select from 2017-18, 2018-19, 2019-20)

**2019-20**

# Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

| LEA Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Richmond Elementary School District | Vicky Leitaker<br>Superintendent/Principal | vleitaker@richmondelementary.com<br>(530) 257-2338 |

## 2017-20 Plan Summary

### The Story

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. This year we did not have any English Learners or homeless enrolled; however, Richmond School would provide the necessary services needed, as soon as a student has been identified. Academic tutoring, mentoring and counseling services will be provided by the Foster Youth Coordinator. Our unduplicated pupil count is 29 students. Our pupil suspension/expulsion rate is .9%, and our chronic absenteeism is 6.9%. The school district receives minimal supplemental grants due to the district's low percentage of unduplicated student population at 12.83%. 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 9 speech students. Approximately 7% 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 countywide activities such as Geography Bowl, Spelling Bee, 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. We also provide an elective program to all students that encompasses art and music.

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

## Greatest Progress

According to the state indicators in the California School Dashboard, two of our biggest accomplishments is our chronic absenteeism and our suspension rate. Our chronic absentee rate is

6.9%, which is 1.3% below the state rate of 9% and 9.44% below Lassen County's rate of 16.34%. Our suspension rate is .9% which is 2.6% below the state average of 3.5% and 5.18% below Lassen Country's average rate of 6.08%. Another area of progress is our overall achievement in the area of ELA. We are 'green'; increasing our scores by 5.9 points. This is 9.8 points above the state. We have one student group, which is 'white'. We will continue to build upon these successes by maintaining a positive school culture and providing curriculum that makes students want to be at school. Another area of progress is that we had no findings on our SELPA Special Education Indicators. We will continue to support our students with disabilities so they are successful in our district.

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

### Greatest Needs

At this time, Richmond Elementary School has no red or orange performance status. Our math scores were in the 'yellow' range. We were 10.6 points below the standard while maintaining our scores within 2.3 points. We have one student group, white. 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 3, Action 3. We continue to provide math support for all students including unduplicated through additional staff support.

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

### Performance Gaps

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.

## Comprehensive Support and Improvement

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

### Schools Identified

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

N/A

## Support for Identified Schools

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

N/A

## Monitoring and Evaluating Effectiveness

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

N/A

# Annual Update

### LCAP Year Reviewed: 2018-19

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

# Goal 1

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.

2018-19 School Year

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>Priority 1: Local Indicator/Teacher credential<br><br>**18-19**<br>1A: Maintain 100% rate of teacher/staff that are appropriately assigned and maintain the number of fully credentialed teachers at 89%.<br><br>**Baseline**<br>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. | Priority 1: Basic Services (Conditions of Learning)<br>1A: 100% of our teachers are fully credential and appropriately assigned as verified by the SARC. |
| **Metric/Indicator**<br>Priority 1: Local Indicator/ Instructional materials | 1B: 100% of our classrooms have sufficient instruction materials as verified by the William's Report |

| Expected | Actual |
| --- | --- |
| **18-19**<br>1B: Maintain 100% of our classrooms have sufficient instructional materials as verified by the William's Report.<br><br>**Baseline**<br>1B: 100% of our classrooms have sufficient instructional materials as verified by the William's Report | |
| **Metric/Indicator**<br>Priority 1: Local Indicator/ Facilities in good repair<br><br>**18-19**<br>1C: Maintain the good or exemplary condition as measured by the Facility Inspection Tool (FIT).<br><br>**Baseline**<br>1C: We have maintained a good or exemplary condition as measure by the Facility Inspection Tool (FIT) | 1C: According to our last FIT report in October of 2018, we were rated at 96.85%, which falls within the 'good' range. |
| **Metric/Indicator**<br>Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool<br><br>**18-19**<br>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 will increase beyond an initial awareness. We will develop a baseline for Health Education Content Standards, Model School Library Standards, World Language, Visual and Performing Arts, and Physical Education Model Content Standards.<br><br>**Baseline**<br>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 | Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool<br>2A: Based on the California State Standards Implementation Metrics for ELA/Literacy, Math, Next Generation Science Standards, and Social Science Standards, all teachers in K-8th grade rated themselves on their knowledge of the standards. The following is an average in each subject area:<br>ELA/ELD: Between Student Awareness-4 and Full Awareness - 3<br>Math: Student Awareness - 4<br>Social Science: Between Developing Awareness - 2 and Initial Awareness - 1<br>Science: Between Developing Awareness - 2 and Initial Awareness - 1<br>Two teachers have joined our team this year. They both have previous teaching experience; however, they were in different grade levels at their former schools. Their ratings are much lower than our past teachers.<br><br>For the 2019/2020 school year, we will develop a baseline for Health Education Content Standards, Model School Library Standards, World Language, Visual and Performing Arts, and Physical Education Model Content Standards. |

| Expected | Actual |
| --- | --- |
| 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. | |
| **Metric/Indicator**<br>Priority 2: Local Indicator/Implementation of State Standards/ELD<br><br>**18-19**<br>2B: Provide programs and services to enable English learners to access the CA state standards and ELD standards.<br><br>**Baseline**<br>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<br>2B: Our state-adopted curriculum contains materials that teach ELD standards. We currently do not have any English learners enrolled. |
| **Metric/Indicator**<br>Priority 7: Local Metric/A broad course of study<br><br>**18-19**<br>7A: For the 2018-19 school year, we will continue to provide course access to all students based on the master schedule.<br><br>**Baseline**<br>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 elective program that will begin in the 2017/18 School Year. | Priority 7: Local Metric/A broad course of study<br>7A: 1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.<br>All students kindergarten through eighth grade are offered electives. Our electives are based on the state of California's broad course of study. We have a teacher that is paid a stipend to be our elective coordinator. Her responsibility is to track all students throughout the year. Students in third through eighth grade have the opportunity to select an elective. That form is sent home to be signed by the parent.<br>2. A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.<br>Kindergarten through second grade students all have four electives-rhythmic movement, STEM, music, and art. Students in third through fifth grades have a choice between STEM, art, advanced robotics, technology, beginning or advanced band, choir, and dance. Students in sixth through eighth grades have a choice between Spanish I or II, drama or advanced drama, art, guitar, yearbook, sign language and dance. Throughout their three-year rotation, all students will have the opportunity to access all electives.<br>3. Identification of any barriers preventing access to a broad course of study for all students. |

| Expected | Actual |
| --- | --- |
| | Having a one-school district and having limited resources including income and teachers, our resources are definitely limited. Finding qualified staff to teach the electives was a barrier at first; however, we worked diligently and were able to fulfill the student requests. A barrier in the future will be to sustain the electives due to our limited amount of income.<br>4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.<br>We lengthened the school day by 30 minutes to ensure that all students are receiving equal access to these electives during the school day. Our staff and the Richmond Board of Trustees decided that teaching electives during the school day ensured that all students receive these worth-while elective choices. |
| **Metric/Indicator**<br>Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils<br><br>**18-19**<br>7B: For the 2018-19 school year, we will continue to provide course access to all unduplicated students based on the master schedule.<br><br>**Baseline**<br>7B: We will ensure that all programs and services developed are available to all unduplicated pupils. | Priority 7: Local Metric/Programs/Services developed and provided to unduplicated pupils<br>7B: All course access for unduplicated students is reported in the results of 7A. |
| **Metric/Indicator**<br>Priority 7: Local Metric/Programs/services developed and provided to individuals with exceptional needs<br><br>**18-19**<br>7C: For the 2018-19 school year, we will continue to provide course access to all students with exceptional needs based on the master schedule.<br><br>**Baseline**<br>7C: We will ensure that all programs and services developed are available to all individuals with exceptional needs. | Priority 7: Local Metric/Programs/Services developed and provided to individuals with exceptional needs<br>7C: All course access for students with exceptional needs is reported in the results of 7A. |

## Actions / Services

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

## Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 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. | During the 2018-19 school year, we are providing course access to all of our students. All kindergarten-second grade students receive music, rhythmic exercise, STEM, and art. Third through fifth grade students receive a choice of band, dance, technology, art, choir, and STEM. Students in sixth though eighth grade may choose guitar, dance, Spanish, drama/public speaking, art, sign language, or yearbook. | Professional Services 5800: Professional/Consulting Services And Operating Expenditures Base $20,000 | Professional Services 5800: Professional/Consulting Services And Operating Expenditures Base $0 |

## Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| We will continue to enhance the beauty of our school through recommendations by the Site Council, LCAP Advisory Committee, staff, and the Richmond Board of Trustees. We will continue to resolve the paint issue on the gym. | During the summer of 2018, we remodeled the hallway of the main office for a more modern look. This had not been remodeled in over 40 years. The carpet was replaced in the second grade classroom and new flooring was laid in the office.<br>We have not repaired/repainted the gym. Due to the cost and complexity of the project, we want to gather more information from professionals. | Buildings & Improvement of Buildings 6000-6999: Capital Outlay Other $20.000 | Professional Services 5800: Professional/Consulting Services And Operating Expenditures Base $15,370 |

## Action 3

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

| | | | |
|---|---|---|---|
| Continue to hire a reading specialist for all of our students. | During the 2018-19 school year, our reading intervention teacher worked with students in kindergarten through eighth grade to develop/build their reading/comprehension skills. | Salary 1000-1999: Certificated Personnel Salaries Base $7,792<br>Salary 1000-1999: Certificated Personnel Salaries Supplemental $12,208<br>Employee Benefits 3000-3999: Employee Benefits Base $3,706 | Salary 1000-1999: Certificated Personnel Salaries Base $6,747<br>Salary 1000-1999: Certificated Personnel Salaries Supplemental $10,458<br>Employee Benefits 3000-3999: Employee Benefits Base $1,931 |

## Action 4

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| Continue to provide training in the area of social science for our paraprofessionals and teachers. New Social Science curriculum will not be purchased for the 2018/19 school year. We will create a team of teachers to evaluate the state-adopted curriculum before purchasing. | During the 2018/19 school year, we decided to focus on science because we are now receiving scores on the CAASPP test in the area of science. During the 2019/20 school year, teachers will pilot state-adopted science curriculum. Social Science will not be adopted until the 2020/21 school year. | Purchase of Social Science Curriculum 4000-4999: Books And Supplies Base $50,000 | Purchase of Social Science Curriculum 4000-4999: Books And Supplies Base $0.00 |

## Action 5

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| We will continue to provide/send teachers to technology training workshops. | In March of 2019, we sent two classroom teachers and the computer teacher to the CUE (Computer Using Educators) Conference in Palm Springs. They came back and shared the information that they gathered from their trip with the rest of the staff. | Travel and Conferences 5000-5999: Services And Other Operating Expenditures Base $3,000<br>Substitute Salary 1000-1999: Certificated Personnel Salaries Base $600<br>Employee Benefits 3000-3999: Employee Benefits Base $100 | Travel & Conferences 5000-5999: Services And Other Operating Expenditures Base $4,513<br>Substitute Salary 1000-1999: Certificated Personnel Salaries Base $660<br>Employee Benefits 3000-3999: Employee Benefits Base $77 |

## Action 6

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| To improve the conditions of learning for our students, we will continue to update technology. New Dell Chromebooks will be purchased for all students in 3rd-8th grades. | During the 2018/19 school year, new Chromebooks were delivered to all third through eighth grade students. A new television was purchased for third grade and seventh grade. | Non-Capitalized Equipment 4000-4999: Books And Supplies Base $20,000 | Non-Capitalized Equipment 4000-4999: Books And Supplies Base $65,747 |

## Action 7

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| Teachers/staff will vertically collaborate to provide the required technology skills for all students. | During the 2018-19 school year, time was set aside during staff meetings for technology training by the teachers, for the teachers. Our technology coordinator, Mrs. Heimbigner, also provides support throughout the school year. | No Cost 1000-1999: Certificated Personnel Salaries Base $0.00 | No Cost 1000-1999: Certificated Personnel Salaries Base $0.00 |

## Action 8

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| We will hire additional help for our elective program. | During the 2018-19 school year, we contracted with Mr. Harris to teach band, guitar, and choir. We also contracted with Coralyn Dessell, Samantha Harris, and Nicole McCoy to teach dance. | Professional Services 5800: Professional/Consulting Services And Operating Expenditures Base $8,800 | Professional Services 5800: Professional/Consulting Services And Operating Expenditures Base $10,975 |

## Action 9

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| We will continue to provide staff development to all teachers and other staff members based on a needs assessment and staff input. | A needs assessment/rubric was given to all teachers. It was determined based on the results of the needs assessment, that all teachers needed help in the area | Professional Services 5800: Professional/Consulting Services And Operating Expenditures Base $3,000 | Professional Services 5800: Professional/Consulting Services And Operating Expenditures Base $0.00 |

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| | of both social science and science. Based on the needs assessment, all teachers were in the area of initial awareness in both of these subject areas. We have invited representatives from Twig Science to the staff meeting. Teachers are willing to pilot science in the 2019/20 school year. |

### Action 10

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| Homework Hour will concentrate on improving skills in the area of math for fourth through eighth grade students. | During the 2018-19 school year, Homework Support was offered to all students in fourth through eighth grade for any subject area before school Tuesday through Thursday. | Salary 1000-1999: Certificated Personnel Salaries Base $1,000<br>Employee Benefits 3000-3999: Employee Benefits Base $185 | Salary 1000-1999: Certificated Personnel Salaries Base $1,000<br>Employee Benefits 3000-3999: Employee Benefits Base $12 |

## 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.

Priority 1. Basic Service: During the summer of 2018, the hallway was completely modernized. The office floor was replaced; as was the flooring in the second grade classroom. The gym paint project was not completed because the project is much more complex than we originally thought it would be.

Priority 2. Implementation of State Standards: Since we hired two new teachers this year, training in the areas of math and ELA needs to be completed. They were assisted by their fellow vertically-aligned teachers; however, this proved not to be enough training. McGraw-Hill (Wonders K-5th and StudySync 6th-8th) were adopted in the area of ELA in 2016/17. We adopted our math curriculum (Expressions K-5th and Big Ideas 6th-8th) in 2015/16. Through the attrition of new staff members on a yearly basis, we will need to provide training on a yearly basis.
Despite the training on NGSS and social science standards in April of 2018, this is not enough. The results of the implementation metric rubrics that were completed by the teachers this year, suggests that all of the teachers are in the stages of either developing awareness or initial awareness. Our 3rd grade teacher piloted a module from Twig this year. Our social science curriculum is dated 2006, and science curriculum is dated 2008.

The Richmond Board of Trustees agreed to purchase Chromebooks for all 3rd through 8th grade students in the spring of 2018. They were purchased and deployed to students at the beginning of the 2018/19 school year.

Priority 7. Access to Broad Course of Study: During the 2018/19 school year, we continued to offer electives at the end of the school day. This year we were able to add a sign language elective for the 6th-8th grade students. Due to the abundance of students that wanted this elective, we had to limit it to just 8th grade students. Our spring survey results indicated that both the students and parents were pleased with the electives that were offered at Richmond School.

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, Action 2 except in the area of painting our gym. We will continue to pursue methods of repainting/repairing the outside of our gym. Goal 1, Action 4 also requires training for new teachers in the areas of ELA and math. All teachers will require additional training in social science and NGSS standards.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 1, Action 1: The school district did not spend the $20,000 budgeted for Professional Services. The school district chose to utilize restricted lottery funds (Resource 6300) to purchase books and supplies in the amount of $9,937 to meet the needs of the electives offered in the 18/19 year.
Goal 1, Action 2: The district expended less than the anticipated $20,000 to continue to improved the campus. The district spent $16,505 to paint and install new flooring in the hallway to the main office and new flooring in the main office. In addition, new carpet was installed in the 2nd grade classroom.
Goal 1, Action 4: The school district did not spend the budgeted $50,000 as anticipated. Social Science curriculum was not purchased in the 18/19 school year.
Goal 1, Action 5: The school district spent funds out of Title II, Part A, and Base funds toward the cost to send three staff members to the CUE conference at a total of $5,405. This is more than the anticipated budget of $3,000 due to sending three employees rather than the projected two employees.
Goal 1, Action 6: The school district spent $65,747 to purchase new Google Chromebooks for all students, grade 3-8, as well as purchasing new TV's for the 3rd and 7th grade classrooms. The actual expense was considerably higher than the anticipated budget of $20,000.
Goal 1, Action 8: The school district spent more than the anticipated budget of $8,800 to contract for band and dance. The estimated actual cost of $10,975 was due to inclusion of After School Band and additional practice time for band and dance performances.

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: The majority of these actions and services were accomplished and provided a positive outcome for students and staff. Upon completion of the local indicators and using the self-reflection tool for both Implementation of State Academic Standards (Priority 2) and Access to a Broad Course of Study (Priority 7), we discovered the needs and thoughts of our students, staff, and parents.

Change:
Goal 1, Action 1: (Modified) We will include only material expenditures for the elective program in this action. We will not include the cost of providing personnel services for electives. The cost of personnel to provide electives is reflected in Goal 1, Action 8.
Goal 1, Action 2: (Modified) According the State of California, single school districts will no longer be required to have both a LCAP and site council. Next year, we will consolidate into a Parent Advisory Committee. We will also continue pursuing solutions to our paint on the gym.

Goal 1, Action 4: (Continue) During the 2018/19 school year, we will pilot science curriculum with plans to purchase in 2019/20. Social science will not be adopted until 2020/21. Teachers will need to be trained in both areas.

Goal 1, Action 6: ( Modify) We have purchased Chromebooks for all students in 3rd-8th grades. We will now need to purchase Chromebooks or Kindles for our K-2nd grade students, since the old devices are failing.

Goal 1, Action 7: (Continue) More time is needed to adequately train staff to use different methods of technology in their classrooms. This year the Richmond Board of Trustees added three more minimum days into the calendar to provide training for staff members.

# Annual Update

### LCAP Year Reviewed: 2018-19

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

# Goal 2

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.

2018-19 School Year

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool<br><br>**18-19**<br>3A: Increase the number of parent responses on both the CA Healthy Kids Survey and our local parent survey. Increase the number of responses by 5% while seeking parent input in decision making.<br><br>**Baseline**<br>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. | Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool<br>3A: Sixty-two parents responded to the California Healthy Kids Survey administered in the fall of 2018. This amount more than doubles the 30 parents that responded to last year's survey. Following are the percentages of parents that 'strongly' agree and those specific questions:<br>School allows input and welcomes parents' contributions: 44%<br>School encourages me to be an active partner with the school in educating my child: 54%<br>School actively seeks the input of parents before making important decisions: 31%<br>Parents feel welcome to participate at this school: 56%<br><br>We had 105 parents submit a local parent survey in April of 2019. This is a 6% increase from last year. According to the survey:<br>This school promotes academic success for ALL students: 96%-Yes<br>This school treats all students with respect: 92% - Yes<br>This school keeps me well-informed about school activities: 96% - Yes |

| Expected | Actual |
| --- | --- |
| | This school is an inviting place for students to learn: 96% - Yes<br><br>According to the local indicator results:<br>Rate the LEA's progress:<br>in developing the capacity of staff to build trusting and respectful relationships with families - 5- Full implementation<br>in creating welcoming environments for all families in the community- 5 - Full implementation<br>in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children - 4-Full Implementation<br>in developing multiple opportunities for the school to engage in 2-way communication between families and educators- 4 - Full Implementation<br>in providing professional learning and support to staff to improve a school's capacity to partner with families - 3- Initial Implementation<br>in providing families with information and resources to support student learning and development in the home - 2- Beginning Implementation<br>in implementing policies for teachers to meet with families and students to discuss student progress and support improved outcomes-3 - Initial Implementation<br>in supporting families to understand and exercise their legal rights - 1 - Exploration and Research Phase<br>in building the capacity of and supporting staff to effectively engage families in decision-making- 3 Initial Implementation<br>in building the capacity of and supporting families to effectively engage in decision-making - 3 - Initial Implementation<br>in providing families with opportunities to provide input on policies and programs- 3- Initial Implementation<br>in providing opportunities to have everyone work together to engage in activities - 3- Initial Implementation |
| **Metric/Indicator**<br>Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool<br><br>**18-19**<br>3B: Increase the number of parent responses for unduplicated pupils on both the CA Healthy Kids Survey and our local parent survey. Increase the number of responses by 5% while seeking parent input in decision making.<br><br>**Baseline** | Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool<br>3B: Our unduplicated students are incorporated into the stats in 3A. |

| Expected | Actual |
| --- | --- |
| 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.<br>A similar survey was given to both parents and students including unduplicated parents/students during the Spring of 2016 and the Spring of 2017. | |
| **Metric/Indicator**<br>Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool<br>**18-19**<br>3C: Increase the number of parent responses for pupils with exceptional needs on both the CA Healthy Kids Survey and our local parent survey. Increase the number of responses by 5% while seeking parent input in decision making.<br>**Baseline**<br>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 3: Local Indicator/Parent Involvement/Local Evaluation Tool<br>3C: Our exceptional needs students are incorporated into the stats in 3A. |
| **Metric/Indicator**<br>Priority 5: Local Metric/Student Engagement/School attendance rates<br>**18-19**<br>5A: School Attendance Rates will by increase by 1% to 96.3%.<br>**Baseline**<br>5A: School Attendance Rates increased from 95.01% to 95.71% | Priority 5: Local Metric/Student Engagement/School attendance rates<br>5A: Our attendance rate for the 2018/19 school year is 96.57% with 214.10 students. This data is from Schoolwise. |
| **Metric/Indicator**<br>Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates<br>**18-19**<br>5B: We will reduce our chronic absenteeism rate to 6%.<br>**Baseline**<br>5B: Our chronic absenteeism is currently at 5% according to our student data system, Schoolwise. We did not decrease our number. | Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates<br>5B: According to the California State Dashboard, our 2017/18 chronic absenteeism is at a rate of 6.9% |

| Expected | Actual |
| --- | --- |
| **Metric/Indicator**<br>Priority 5: Local Metric/Middle school dropout rate<br><br>**18-19**<br>5C: We will maintain our middle school dropout rate, which is 0%.<br><br>**Baseline**<br>5C: We maintained our middle school dropout rate of 0% | Priority 5: Local Metric/Middle school dropout rate<br>5C: Our school dropout rate is 0%. This data is from Schoolwise. |
| **Metric/Indicator**<br>Priority 5: Local Metric/Student Engagement/High school dropout rate<br><br>**18-19**<br>5D: Since we are not a high school, dropout rates and graduation rates for high school students do not apply to us.<br><br>**Baseline**<br>5D: Since we are not a high school, dropout rates and graduation rates for high school students do not apply to us. | Priority 5: Local Metric/Student Engagement/High school dropout rate<br>5D: Since we are not a high school, dropout and graduation rates for high school students do not apply to us.<br>5E: Since we are not a high school, graduation rates are not applicable. |
| **Metric/Indicator**<br>Priority 6: State Indicator/Student Suspension Indicator<br><br>**18-19**<br>6A: We would like to reduce to 2% suspension rate.<br><br>**Baseline**<br>6A: Our current actual suspension rate is 3%. | Priority 6: State Indicator/Student Suspension Indicator<br>6A: According to the California School Dashboard, our 2017/18 suspension rate was .9%. |
| **Metric/Indicator**<br>Priority 6: Local Metric/Expulsion rate<br><br>**18-19**<br>6B: Our expulsion rate is 0%. We will maintain this number.<br><br>**Baseline**<br>6B: Our expulsion rate is 0%. We did maintain this number. | Priority 6: Local Metric/Expulsion rate<br>6B: According to Schoolwise, our expulsion rate in 2017/18 was 0%. |

| Expected | Actual |
| --- | --- |
| | |
| **Metric/Indicator**<br>Priority 6: Local Indicator/Local tool for school climate<br><br>**18-19**<br>6C: Improve our school climate as measured by our CA Healthy KIds Survey and our Parent/Student survey.<br><br>**Baseline**<br>6C: Overall, questions pertaining to school climate improved from the 2016 parent/student surveys to the 2017 parent/student surveys. | Priority 6: Local Indicator/Local tool for school climate<br>6C: According to the 2019 California Healthy Kids Survey, the following averages the percentile of students in grades five through eight that chose that they 'strongly agree' or 'agree' with each of the following statements. .<br>School Connectedness: 73%<br>Academic Motivation: 83%<br>Caring Adult Relationships: 73%<br>High Expectations: 82%<br>Meaningful Participation: 49%<br>Parent Involvement at School: 74%<br><br>According to our 2019 Spring Parent Survey:<br>Richmond School:<br>Is an inviting place for students to learn- 96% - Yes<br>Allows input and welcomes parents' contributions - 92%- Yes<br>Is a safe place for my child - 98% - Yes<br>Has a supportive learning environment for my child - 95% - Yes<br><br>Students in 4th-8th grades were surveyed in April of 2019. Their responses are:<br>I feel safe at school: 90% - Yes<br>I am happy to be a part of Richmond School - 86% - Yes<br>The staff at our school is kind and caring - 81% - Yes<br>The teachers at this school teat students fairly - 66% - Yes<br>Do you feel bullied at school? 85% - No |

## Actions / Services

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

## Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
| --- | --- | --- | --- |
| 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 | Every teacher held parent meetings during Back to School Night. Teachers meet with parents often whenever parents have concerns about their children or | No Cost 1000-1999: Certificated Personnel Salaries Base $0.00 | No Cost 1000-1999: Certificated Personnel Salaries Base $0.00 |

| | | | |
|---|---|---|---|
| have technology nights. During the 2018/19 school year, we will provide parent education presentations focusing on college/career readiness. | would like clarification regarding classwork or behavior.<br>In the spring of 2019, we hosted a Google Classroom Parent Night. It was poorly attended.<br>In March of 2019, we invited Karissa Morehouse from Lassen Community College to speak at our Seventh Grade Dinner. Her presentation was how students/parents can afford college, the variety of methods, and the availability of scholarships.<br>We continue to focus on the importance of college/career readiness. | | |

## Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| Students that are truant will be sent a truancy letter. Any parent of a habitual truant student will be send to the School Attendance and Review Board (SARB) . An attendance contact will be sent to all parents at the beginning of the school year. | During the 2018-19 school year, a letter was sent to every parent of an eighth grade student saying that absences for unexcused reasons for more than 20 percent of the school year may not be eligible for graduation. Truancy letters were sent to parents of all students who were considered chronically absent. No students were sent to SARB (School Attendance and Review Board). | No Cost 2000-2999: Classified Personnel Salaries Base $0.00 | No Cost 1000-1999: Certificated Personnel Salaries Base $0.00 |

## Action 3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| The eighth grade graduating student with the best overall attendance since kindergarten will | We will continue to award a graduating eighth grade student with a $200 scholarship towards | No cost to general fund-paid out of student body funds or sponsored by Richmond | No cost to general fund-paid out of Student Body funds or sponsored by Richmond |

| | | | |
|---|---|---|---|
| be awarded a monetary scholarship towards high school. | high school. Attendance will be calculated for their attendance since kindergarten. | Community Association Not Applicable Locally Defined $200.00 | Community Association Not Applicable Locally Defined $200.00 |

## Action 4

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 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. | The Richmond Board of Trustees continues to approve the hiring of a school counselor for a half day per week. | Professional Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental $8,000 | Professional Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental $9,500 |

## Action 5

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 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. | During staff, Site Council, and LCAP meetings, the California Healthy Kids Survey results were shared and discussed. | No Cost 1000-1999: Certificated Personnel Salaries Base $0.00 | No Cost 1000-1999: Certificated Personnel Salaries Base $0.00 |

## Action 6

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 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. | During the 2018/19 school year, we sent a group of Leadership students in 7th & 8th grades to the California Association of Directors of Athletics (CADA) Conference in Woodland this fall. These student leaders created/sponsored many events throughout the school year including events during lunch to involve all grades, spirit days, assemblies, and dances. | Cost of assemblies paid out of Student Body Fund Not Applicable Locally Defined $1000.00 | Cost of assemblies paid out of Student Body Fund Not Applicable Locally Defined $1,000 |

| | |
|---|---|
| | Sunrise Rotary and Les Schwab Tire also sponsored four of our 8th grade students to attend the Rotary Eighth Grade Leadership Program (REGL) in the fall. These students learned about promoting a community of care and the idea that one person can make a difference.<br>We invited Tyler Durham to speak to our upper grade students about making good choices.<br>As a result of the CA Healthy Kids Survey, we invited James Hall and Jessica Solomon into the 6th-8th grade classrooms to discuss the dangers or suicide and vaping. Both Jessica and James also held a parent meeting.<br>Lassen Public Health held a Mascot Mash Up for K-3rd grade students to discuss hygiene and other topics.<br>Seed Survivor came from Canada to show the 3rd-6th grade students to the power of agriculture.<br>4th-8th grade students had the opportunity to hear Susie Morgan, author, talk about the field of writing.<br>The Lassen County Office of Education invited 6h-8th grade students to attend the YOU Matter Conference at the fairgrounds. The topics ranged from health to self-esteem.<br>We invited the BMX bikers to provide an all-school assembly to promote wellness and making the right choices in life.<br>The Susanville Symphony also performed for out students. |

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## Action 7

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| A member of the staff will be trained in mental health issues and share the information with the rest of the staff. | James Hall and Jessica Solomon held a parent night to discuss suicide and vaping in teens. They talked about the signs and dangers of both of these topics. | Travel & Conferences 5000-5999: Services And Other Operating Expenditures Base $1,000 | Travel & Conferences 5000-5999: Services And Other Operating Expenditures Base $0 |

## Action 8

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| School's website will be supported annually. | The school website is supported annually and maintained by the Technology Coordinator and the school superintendent. | Professional Services 5800: Professional/Consulting Services And Operating Expenditures Base $1,000 | Professional Services 5800: Professional/Consulting Services And Operating Expenditures Base $832 |

## Action 9

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| Action eliminated | Action eliminated | No Cost Not Applicable $0.00 | No Cost Not Applicable $0.00 |

## Action 10

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| Staff members will attend training on positive discipline prior to the beginning of the 2018/19 school year. | Cheryl Erwin provided an inservice to all employees prior to school starting on Positive Discipline. She also provided a follow-up in December. | Professional Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental $600.00 | Professional Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental $850.00 |

## Action 11

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

| | | | |
|---|---|---|---|
| We will provide paid stipends for staff that are willing to coach sports. | Stipends were paid to staff members for coaching sports including, cross country, basketball, flag football, volleyball, and track. If staff members were not interested, parents were paid the stipend. | Stipend for coaching 1000-1999: Certificated Personnel Salaries Base $8,200<br>Employee Benefits 3000-3999: Employee Benefits Base $1,521 | Stipend for coaching 1000-1999: Certificated Personnel Salaries Base $8,600<br>Employee Benefits 3000-3999: Employee Benefits Base $616 |

# 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 provide a quality education with the help and support of our parents. Parents volunteer in the classroom, help with our book fairs, drive on field trips, help with the RCA-sponsored Halloween Carnival, barbecue at school functions, attend Back-to-School Night and attend conferences, meetings, and workshops. They are also involved in our LCAP and Site Council committees. The following demonstrates our overall implementation.

Priority 3: Parent Engagement: During staff, LCAP, Site Council, and Richmond Board of Trustees meetings, parent surveys were revised/rewritten to collect the appropriate feedback from parents to gather information to provide students with a strong educational foundation. We have always included our unduplicated count and students with exceptional needs into our total count because of our low numbers in these two areas and also because we are a community of students, not separate entities. Parents provide vital feedback for our students. This year we have had no parents that filed complaints or that have attended board meetings to complain.

Priority 5. Pupil Engagement: According to our P2 attendance rate in 2018-19 of 96.57%, our ADA increased by 1.27%. This surpassed our goal of increasing attendance rates by 1%. We will continue to offer extrinsic awards to those with perfect attendance, while providing exciting curriculum and electives that engages students to encourage them to be at school. Through elective courses and engaging curriculum, we kept our chronic absenteeism to a rate of 6.9%. We increased .1% from the 2016/17 school year while 'maintaining' according to the Dashboard.

Priority 6. School Climate: Although our suspension rate was .9% in 2017/18 and decreased from 2.7% in 2016/17, we will only suspend when absolutely necessary. Being a school of approximately 220, percentage rates of suspensions will fluctuate rapidly with the suspension of just one or two students. We provide a choice of electives to students in third through eighth grades. We believe that the majority of students want to attend school and their choice of electives just motivates them to become more involved. We believe that if you miss school, you miss out.

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 for the Actual Measurable Outcomes, demonstrates these actions/services positively supported the outcomes for Goal 2. The overall effectiveness is explained below.

Priority 3. Parent Engagement: The number of parent surveys from the CA Healthy Kids Survey more than doubled and our local survey increased by 6%. We believe that each teacher contacting their parents resulted in this increase in parent surveys. That coordinates with our belief that the parents are the motivating factor behind our students. Their support and encouragement shows this year.

Priority 5. Pupil Engagement: The curriculum that is offered, including electives should be lowering our chronic absenteeism and increasing our attendance rates. We are the only school in Lassen County that offers music within the school day. In 2018/19 at P2, we increased our attendance rates from 95.3% with 202.82 students in 2017/18 to 96.57% with 214.10 students in 2018/19. Sending out truancy letters to parents throughout the year, may have helped our attendance rates as well.

Priority 6. School Climate: During the 2018/19 school year, we maintained our suspension rate. We believe that because of our counselor, increased awareness of staff, and some change in staff, our suspensions were decreased to our previous levels.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 2, Action 4: The cost of the school counselor was more than the budgeted amount of $8,000 at a total cost of $9,500.
Goal 2, Action 7: There were no expenses under this action as services were provided locally.
Goal 2, Action 8: The cost of the Positive Discipline training $850.00, higher than the anticipated budget of $600.
Goal 2, Action 9: The increase cost in Action 9 than the budgeted $8,200 was due to the addition of Flag Football to $8,600. The decrease to Employee Benefits from the budgeted amount of $1,521 is attributed to the exclusion of the employer paid retirement.

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. We will also change our local indicator with regards to parent engagement. This spring, teachers completed a new rubric through the PTA Standards for Family-School Partnerships Assessment Guide to address parent engagement.

Goal 2, Action 1:  Since we had such a poor attendance during our Google Classroom Parent Night, we may ask parents at Back-to-School Night to see if they need this service.  During the 2019/20 school year, we will continue to provide information on education past high school, possibly holding out own Career Fair utilizing our own parents and their jobs.

Goal 2, Actions 5 & 6:  The State of California will no longer require single school districts to have a Site Council and LCAP committee. Therefore, we will combine the two to have a Parent Advisory Committee.

Goal 2, Action 10:  We have had Positive Discipline Trainings.  In the 2019/20 school year, we will now concentrate on CPI (Crisis Prevention Interaction) training.

Change:

Goal 2, Action 12:  (New)  Throughout the school year and in discussions with various stakeholders, we have decided to provide materials and training for our staff in the area of SEL (Social Emotional Learning).

# Annual Update

### LCAP Year Reviewed: 2018-19

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

# Goal 3

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

2018-19 School Year

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results<br><br>**18-19**<br>4A: We will increase our targets by 5%. Below are the actual percentages from 2016-17 CAASPP data.<br><br>2017<br>Grade 3: 50%<br>Grade 4: 60%<br>Grade 5: 46%<br>Grade 6: 75%<br>Grade 7: 50%<br>Grade 8: 81% | Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results<br>4A: CAASPP Data:<br><br>English Language Arts: Met or Exceeded 2018 Data:<br><br>3rd Grade: 48%<br>4th Grade: 76%<br>5th Grade: 52%<br>6th Grade: 29%<br>7th Grade: 60%<br>8th Grade: 67%<br><br>The average of last year's classes was 60%. The average of the 2018 testing results was 55%. |

| Expected | Actual |
| --- | --- |
| **Baseline**<br>4A: CAASPP Data:<br><br>English Language Arts: Met or Exceeded<br><br>2015 2016<br>Grade 3: 33% 29%<br>Grade 4: 75% 67%<br>Grade 5: 44% 62%<br>Grade 6: 55% 56%<br>Grade 7: 60% 48%<br>Grade 8: 58% 61% | |
| **Metric/Indicator**<br>Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results<br><br>**18-19**<br>4A: We will increase our targets by 5%. Below are the actual percentages from 2016-17 CAASPP data.<br><br>2017<br>Grade 3: 54%<br>Grade 4: 48%<br>Grade 5: 25%<br>Grade 6: 61%<br>Grade 7: 46%<br>Grade 8: 54%<br><br>**Baseline**<br>4A:CAASPP Data:<br><br>Mathematics: Met or Exceeded<br><br>2015 2016<br>Grade 3: 40% 33%<br>Grade 4: 46% 47%<br>Grade 5: 32% 35%<br>Grade 6: 49% 52%<br>Grade 7: 44% 39% | Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results<br><br>4A: CAASPP Data:<br><br>Mathematics: Met or Exceeded 2018 Data:<br><br>3rd Grade: 42%<br>4th Grade: 57%<br>5th Grade: 52%<br>6th Grade: 25%<br>7th Grade: 29%<br>8th Grade: 71%<br><br>The average of last year's classes was 48%. The average of the 2018 testing results was 46%. |

| Expected | Actual |
| --- | --- |
| Grade 8: 55% 65% | |
| **Metric/Indicator**<br>Priority 4: The Academic Performance Index<br>**18-19**<br>4B: The Academic Performance Index level is yet to be determined.<br>**Baseline**<br>4B: The Academic Performance Index level is yet to be determined. | Priority 4: The Academic Performance Index<br>4B: The Academic Performance Index level is yet to be determined. |
| **Metric/Indicator**<br>Priority 4: State Indicator/College and Career Indicator/Career pathway completion<br>**18-19**<br>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.<br>**Baseline**<br>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. | Priority 4: State Indicator/College and Career Indicator/Career pathway completion<br>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. |
| **Metric/Indicator**<br>Priority 4: State Indicator/Academic Indicator/CELDT proficiency rates<br>**18-19**<br>4D: At this time, we have no EL students.<br>**Baseline**<br>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/CELDT proficiency rates<br>4D: At this time, we have no EL students. |
| **Metric/Indicator**<br>Priority 4: State Indicator/Academic Indicator/Reclassification rates | Priority 4: State Indicator/Academic Indicator/Reclassification rates<br>4E: At this time, we have no EL students. |

| Expected | Actual |
| --- | --- |
| **18-19**<br>4E: At this time, we have no EL students.<br><br>**Baseline**<br>4E: At this time, we have no EL students; however, we will work to pursue reclassification. | |
| **Metric/Indicator**<br>Priority 4: State Indicator/College and Career Indicator/AP pass rate<br><br>**18-19**<br>4F: Since we are a K-8 school, advance placement examinations are not applicable.<br><br>**Baseline**<br>4F: Since we are a K-8 school, advance placement examinations are not applicable. | Priority 4: State Indicator/College and Career Indicator/AP pass rate<br><br>4F: Since we are a K-8 school, advance placement examinations are not applicable. |
| **Metric/Indicator**<br>Priority 4: State Indicator/College and Career Indicator/EAP-11th Grade SBAC results<br><br>**18-19**<br>4G: Since we are a K-8 school, we do not take the EAP or other college preparedness classes.<br><br>**Baseline**<br>4G: Since we are a K-8 school, we do not take the EAP or other college preparedness classes. | Priority 4: State Indicator/College and Career Indicator/EAP-11th Grade SBAC results<br><br>4G: Since we are a K-8 school, we do not take the EAP or other college preparedness classes. |
| **Metric/Indicator**<br>Priority 8: Local Metric/Other student outcomes (Reach Higher Shasta K-3 reading, Reach Higher Shasta K-2 math, iReady, local benchmarks, PSAT 8-9, SBAC interims, STAR reading assessment, DIBELS Plus, etc.)<br><br>**18-19**<br>8A: The percentage of students reaching physical fitness targets will increase by 5% as measured by the Annual CA Physical Fitness Test. | Priority 8: Local Metric/Other student outcomes<br><br>8A: Physical Fitness results in 2017/18. The following percentages indicated the students in the Healthy Fitness Zone.<br><br>5th Grade:<br>Aerobic Capacity: 85.2% |

| Expected | Actual |
| --- | --- |
| **Baseline**<br>8A: The percentage of students reaching physical fitness targets significantly increased in eight out of the twelve identified areas of testing. | Body Composition: 92.6%<br>Abdominal Strength: 63%<br>Trunk Extension Strength: 92.6%<br>Upper Body Strength: 74.1%<br>Flexibility: 88.9%<br><br>7th Grade:<br>Aerobic Capacity: 82.1%<br>Body Composition: 92.9%<br>Abdominal Strength: 96.4%<br>Trunk Extension Strength: 100%<br>Upper Body Strength: 85.7%<br>Flexibility: 57.1%<br><br>We cannot compare with the 2016/17 Physical Fitness results, because we did not have the results. |
| **Metric/Indicator**<br>Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.)<br><br>**18-19**<br>8B: MAP Data-Math-Winter of 2018: We will increase our scores by five points.<br><br>Kindergarten: 152.4<br>Grade 1: 175.6<br>Grade 2: 189.4<br>Grade 3: 198.7<br>Grade 4: 208.5<br>Grade 5: 216.0<br>Grade 6: 216.3<br>Grade 7: 228.1<br>Grade 8: 238.3<br><br>**Baseline**<br>8B: MAP Data-Math-Spring of 2017<br><br>Kindergarten: 163.7<br>Grade 1: 186.0<br>Grade 2: 191.6<br>Grade 3: 203.9 | Priority 8: Local Metric/Other student outcomes<br><br>8B: Map Data-Math-Winter of 2019<br><br>Kindergarten: 154.3<br>Grade 1: 174.2<br>Grade 2: 185.7<br>Grade 3: 200.4<br>Grade 4: 207.5<br>Grade 5: 221.3<br>Grade 6: 222.5<br>Grade 7: 221.1<br>Grade 8: 238.6<br><br>Overall, we increased our scores from 2017/18 Winter MAP by .3 points. If you compare the same group of students, every grade increased their scores. |

| Expected | Actual |
| --- | --- |
| Grade 4: 211.8<br>Grade 5: 222.9<br>Grade 6: 227.2<br>Grade 7: 225.5<br>Grade 8: 236.1 (Last score in Winter) | |
| **Metric/Indicator**<br>Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.)<br>**18-19**<br>8C: Students receiving a F in the 7th & 8th grade will reduce by 5%.<br>**Baseline**<br>8C: At this time, no student has received an 'F' in any trimester within their 7th or 8th grade classes. | Priority 8: Local/Metric/Other student outcomes<br>8C: Two students in 7th grade received a 'F' grade during the second trimester. They were able to recover those grades by attending Homework Support before school, attending Work Only, and receiving additional help from their teacher. |

## Actions / Services

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

## Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
| --- | --- | --- | --- |
| 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. | During the 2018/19 school year, all students in K-7th grades were given MAP tests three times per year: in the fall, winter, and spring. 8th grade students are just given two MAP tests per year. MAP tests are given in reading, math, and language usage. | Services and Other Operating Costs 5000-5999: Services And Other Operating Expenditures Base $3,500 | Services and Other Operating Costs 5000-5999: Services And Other Operating Expenditures Base $3,213 |

## Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 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. | Teachers use the SRC program to evaluate the comprehension of their students. The cost was split between the school and the Richmond Community Association. Students receiving 150 points for the entire year are treated to a trip to the Waterpark in the spring. | No cost to general fund- paid out of Richmond Community Association Not Applicable Locally Defined $0.00 | Books & Supplies-1/2 paid from RCA and 1/2 from school 4000-4999: Books And Supplies Locally Defined $500 |

## Action 3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| Based on the needs of our students as determined by CAASPP and MAP data, we will increase aide time and/or hire additional paraprofessionals. | When evaluating our CAASPP and MAP data, it was determined that additional aide time would be given to the 6th grade because of the needs of these students. | Stipend 1000-1999: Certificated Personnel Salaries Base $1,000<br>Employee Benefits 3000-3999: Employee Benefits Base $150 | Salary 1000-1999: Certificated Personnel Salaries Base $2,909<br>Employee Benefits 3000-3999: Employee Benefits Base $349 |

## Action 4

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 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. | The California Physical Fitness test will be given to students in 5th & 7th grades in April. During PE, all teachers are working to increase their students physical fitness skills. | No Cost 1000-1999: Certificated Personnel Salaries Base $0.00 | No Cost 1000-1999: Certificated Personnel Salaries Base $0.00 |

## Action 5

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

| | | | |
|---|---|---|---|
| Action eliminated | Action eliminated | No Cost Not Applicable Base $0.00 | No Cost Not Applicable Base $0.00 |

## Action 6

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 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. We will also add a Makerspace. | In January of 2019, we implemented our Makerspace. This provided hands-on learning for students in kindergarten through eighth grade. | Books and Supplies 4000-4999: Books And Supplies Base $500.00 | Books & Supplies 4000-4999: Books And Supplies Base $0.00 |

## Action 7

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 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. | In May of 2019, 32% of the 4th grade students passed with 100%, an additional 18% memorized 90%. Seventy-seven percent of the third grade students passed their multiplication facts with 80% or higher. | No Cost 1000-1999: Certificated Personnel Salaries Base $0.00 | No Cost 1000-1999: Certificated Personnel Salaries Base $0.00 |

# 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, our Priority 4 (Pupil Achievement) and Priority 8 (Pupil Outcomes), looked positive. The 2018 California School Dashboard was in the green area for language arts (9.8 points above standard; increasing 5.9 points) and in the yellow area for mathematics (10.6 points below standard; maintained 2.3 points). We would like to maintain our level in language arts and raise our math level to the green area.

Priority 4. Pupil Achievement: According to our CAASPP data, our seventh grade students decreased 17% in ELA and maintained at 25% met or exceeded in math for the last two years. All other grades, increased or stayed relatively stable.

Priority 8. Pupil Outcomes: According to the results for math MAP, (comparing the same students, taking into account that we lost a few and gained a few), every grade improved from the previous year by over 5 points. The point difference is as follows: 1st: Increase of 21.8 points; 2nd: Increase of 10.1 points; 3rd: Increase of 11 points; 4th: Increase of 8.8 points; 5th: Increase of 12.8 points; 6th: Increase of 6.5 points; 7th: Increase of 4.8 points, and 8th: Increase of .3 points.

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 3. All actions/services were met with the exception of the memorization of multiplication facts. The staff and committee members feel that we need to continue this action/service because multiplication is the foundation that builds onto higher mathematical knowledge.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 3, Action 2: The school district and the Richmond Community Association agreed to each pay half of the total cost of the Scholastic Reading Counts program for the 18/19 year. The total cost to the school district was $500 to the general fund.
Goal 3, Action 3: The cost of the instructional aide was higher than the budgeted amount of $1,000 for a stipend and $150 for employee benefits. Compensation was paid at the staff member's hourly rate rather than a designated stipend. The total salary cost was $2,909 and employee benefits cost was $349.
Goal 3, Action 6: There was no cost associated to this action than was budgeted at $500. Supplies for the new Makerspace were donated to the school district.

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 reteach students who have not mastered particular standards. Standards can be pinpointed individually, whether students have met or not met each standard.
We will continue to discuss the pros/cons of SRC (Scholastic Reading Counts) in Action 2. Our site council, advisory committee, and staff will weight its benefit to students. The staff does appreciate that SRC tests for comprehension and encourages reading. Students that have 504's and IEP's have modified goals in SRC.
All staff, site council and advisory committees feel that we need to continue the multiplication goal and stress to students the importance of memorizing their multiplication facts.

Changes:
Goal 3. Action 2: (Modified) The school now pays for half of the SRC program.
Goal 3. Action 6: (Modified) This goal merely reflects Makerspace. It does not encompass electives. This action/service is reflected in Goal 1.

# Stakeholder Engagement

LCAP Year: **2019-20**

## Involvement Process for LCAP and Annual Update

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

9/18/18, 10/30/18, 11/13/18, 12/18/18, 1/15/19, 2/19/19, 3/19/19, 4/23/19, and 5/21/19. Richmond Elementary Administration has been involved in monthly LCAP training meetings or workshops put on by Lassen County Office of Education. These meetings include all Lassen County Superintendents. On 3/19/19 at the Lassen County SELPA meeting, the superintendent/principal shared how Richmond School engaged their special education population and the relationship tied to the LCAP.

8/9/18, 10/11/18, 1/11/18, 12/13/18, 4/11/19, and 5/9/19. Superintendent/Principal provided a review and ongoing update of the LCAP process to our community and Board of Trustees during monthly board meetings to review the timeline and the eight state priorities to be addressed in the LCAP as required by the California Education Code. During these meetings, the Dashboard, local indicators 1, 2, 3, 6, & 7, and actions/services were reviewed. New recommendations that would benefit the students at Richmond Elementary were discussed.

10/5/18, 10/22/18, 10/29/18, 12/3/18, 1/7/19, 3/4/19, and 5/6/19. All Richmond staff members, including the Richmond Teacher's Association, met to discuss the Dashboard and local indicators, review the eight state priorities, and analyze our actions and services based on data from CAASPP and MAP scores. We also reviewed the chronic absenteeism and suspension/expulsion numbers.

10/16/18, 12/18/18, and 4/23/19. Richmond School Site Council members, which included three teachers, one classified representative, five parents, and two student representatives reviewed the Dashboard and discussed actions and services that would benefit our students. We also discussed ways to engage parents.

10/17/18, 11/28/18, 12/17/18, 1/16/19, 2/13/19, 3/20/19, and 5/1/19. The superintendent/principal convened Parent and Community LCAP Advisory meetings. The group, which included parents, teachers, a board member, administration, the district business manager, a classified staff representative, and eighth grade student representatives, reviewed the demographics, chronic absenteeism, parent engagement, and suspension/expulsion rates. They also analyzed results from MAP and CAASPP testing, and the intricate details from the Dashboard. After looking at data for several months, the actions/services and local indicators were comprehensively discussed. New actions and services were suggested and others were deleted because they had been achieved. All meetings had printed agendas and attendance sheets.

Week of November 12th. The CHKS were given during computer lab period to all students in fifth through eighth grades. There were a few students in sixth grade that were not allowed to take the test.

Week of 3/18/19-4/4/19. Parent and student surveys were given using Survey Monkey to ask for feedback. All students in fourth through eighth grades were given the survey during computer lab by the superintendent/principal and the computer lab technician. Some initial questions were derived from the CHKS answers.

All meetings were centered around areas of strengths and weaknesses. All stakeholders were encouraged to discuss actions/services to increase the educational opportunities of Richmond students.

A public hearing was held on Thursday, June 20th at a special meeting of the Richmond Board of Trustees. The Richmond Board of Trustees were informed of the final updates to the LCAP and had the opportunity to ask questions. No one from the public attended the meeting. The Richmond Board of Trustees approved the LCAP/Budget/LEA Addendum on June 27th during the regularly scheduled board meetings with a vote of 4-0. The board appreciated the work and ideas of the stakeholders.

# Impact on LCAP and Annual Update

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

Consultations resulted in significant impact on the LCAP for the 2019-20 school year. Most LCAP meetings focused on data from CAASPP and MAP results, CHKS, SARC reports, local indicators, needs assessment, and survey results. Conversations pursued regarding improving dashboard results, including achievement in both ELA and math. We also discussed suspension/expulsion rates on the dashboard. Parent engagement was a topic of conversation in every group. Even though we have great parent participation, we discussed ways to involve more parents throughout the year.

Key LCAP features to support these areas are:
1. Continue to hire a reading intervention teacher.
2. Continue to hire a half-day counselor.
3. Continue to offer course access through electives built into our daily program.
4. Purchase one-to-one devices for all students.
5. Provide the opportunity for staff to learn technology.
6. Provide trainings for the staff in the areas of social science and science, while training new teachers on the adopted curriculum in ELA and math.
7. Provide parent workshops to promote college and career readiness.

These various meetings gathered staff, parents, and students to review the actions and services of the 2017-20 Richmond Elementary LCAP.

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, including discussing the local indicators in priorities 1,2,3, 6 and 7.

The LCAP was submitted to the Richmond Board of Trustees for the public hearing on June 20, 2019. All five board members were present. There were no members of the public attending. The superintendent discussed actions/services for the 2019/20 school year. There were no comments from the public.

The Richmond Elementary District's LCAP/Budget was placed on the board agenda and approved at the June 27, 2019 regular meeting of the Richmond Board of Trustees. It was a unanimous vote of approval.

# Goals, Actions, & Services

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

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

Unchanged Goal

# Goal 1

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.

2019-20 School Year

## State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

## 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

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| Priority 1: Local Indicator/Teacher credential | 1A: 89% of our teachers are fully credentialed. We have | 1A: 89% of our teachers are fully credentialed. We have | 1A: 89% of our teachers are fully credentialed. We have | 1A: Maintain 100% rate of teacher/staff that are appropriately assigned |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| | 100% of those teachers that are appropriately assigned. One teacher is working on a Provisional Intern Permit. | 100% of those teachers that are appropriately assigned. One teacher is working under an internship credential. | 100% of those teachers that are appropriately assigned. One teacher is teaching under a preliminary credential. | and increase the number of fully credentialed teachers to 100%. |
| Priority 1: Local Indicator/ Instructional materials | 1B: 100% of our classrooms have sufficient instructional materials as verified by the William's Report | 1B: Maintain 100% of our classrooms have sufficient instructional materials as verified by the William's Report. | 1B: Maintain 100% of our classrooms have sufficient instructional materials as verified by the William's Report. | 1B: Maintain 100% of our classrooms have sufficient instructional materials as verified by the William's Report. |
| Priority 1: Local Indicator/ Facilities in good repair | 1C: We have maintained a good or exemplary condition as measure by the Facility Inspection Tool (FIT) | 1C: Maintain the good or exemplary condition as measured by the Facility Inspection Tool (FIT). | 1C: Maintain the good or exemplary condition as measured by the Facility Inspection Tool (FIT). | 1C: Maintain the 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 | Priority 2: Implementation of State Standards (Conditions of Learning)<br>2A: Based on the the California State Standards Implementation Metrics for ELA/Literacy, Math, Next Generation Science Standards, and Social Science Standards, all teachers in K-8th grade rated | 2A:Based on the California State Standards Implementation Metrics for ELA/Literacy, Math, Next Generation Science Standards, and Social Science Standards, all teachers in K-8th grade rated themselves on their knowledge of the standards. The | 2A: Increase or maintain the standards rating based on the California State Standards Implementation Metrics for ELA/Literacy, Math, Next Generation Science Standards, and Social Science Standards. All teachers in K-8th grade rated themselves on their knowledge of the standards. The |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| | 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. | themselves on their knowledge of the standards. The following is an average in each subject area:<br>ELA/ELD: Full Awareness-3<br>Math: Between Student Awareness-4 and Full Awareness -3<br>Social Science: Initial Awareness - 1<br>Science (NGSS): Initial Awareness - 1<br>For the 2018/19 school year, we will develop a baseline for Health Education Content Standards, Model School Library Standards, World Language, Visual and Performing Arts, and Physical Education Model Content Standards | following is an average in each subject area:<br>ELA/ELD: Full Awareness-3<br>Math: Between Student Awareness-4 and Full Awareness -3<br>Social Science: Initial Awareness - 1<br>Science (NGSS): Initial Awareness - 1<br>We will develop a baseline for Health Education Content Standards, Model School Library Standards, World Language, Visual and Performing Arts, and Physical Education Model Content Standards. | following is an average in each subject area:<br>ELA/ELD: Full Awareness-3<br>Math: Between Student Awareness-4 and Full Awareness -3<br>Social Science: Initial Awareness - 1<br>Science (NGSS): Initial Awareness - 1<br>We will develop a baseline for Health Education Content Standards, Model School Library Standards, World Language, Visual and Performing Arts, and Physical Education Model Content Standards. |
| Priority 2: Local Indicator/Implementation of State Standards/ELD | 2B: 100% of our teachers did receive ELA/ELD Framework training provided by the Lassen County Office of Education | 2B: 100% of our teachers did receive ELA/ELD framework training provided by the Lassen County Office of Education in 2016/17. Currently, we have no English learners this year. | 2B:100% of our teachers are knowledgeable regarding the ELA/ELD framework. Currently, we have no English learners. | 2B: Maintain programs and services to enable English learners to access the CA state standards and ELD standards. |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| Priority 7: Local Metric/A broad course of study | 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 elective program that will begin in the 2017/18 School Year. | 7A: Course access was provided this year in grades kindergarten through eighth grade. All kindergarten-second grade students received music, rhythmic exercise, STEM, and art. Third through fifth grade students received a choice of band, dance, technology, art, and STEM. Students in sixth through eighth grade chose guitar, dance, Spanish, drama/public speaking, art, or yearbook. | 7A: Course access was provided this year in grades kindergarten through eighth grade. All kindergarten-second grade students received music, rhythmic exercise, STEM, and art. Third through fifth grade students received a choice of band, dance, choir, technology, art, and STEM. Students in sixth through eighth grade chose guitar, dance, Spanish, sign language, drama/public speaking, art, or yearbook. | 7A: Using the results from the 2018/19 self reflection survey, we will continue to work on any barriers the District may have in providing and accessing a broad course of study. |
| Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils | 7B: We will ensure that all programs and services developed are available to all unduplicated pupils. | 7B: Course access was provided this year to unduplicated students in grades kindergarten through eighth grade. All kindergarten-second grade students received music, rhythmic exercise, STEM, and art. Third through fifth grade students received a choice of band, dance, technology, art, and STEM. Students in sixth through eighth grade chose guitar, dance, | 7B: Course access was provided this year in grades kindergarten through eighth grade. All kindergarten-second grade students received music, rhythmic exercise, STEM, and art. Third through fifth grade students received a choice of band, dance, choir, technology, art, and STEM. Students in sixth through eighth grade chose guitar, dance, Spanish, sign | 7B: All unduplicated pupils are included in the results stated in 7A. |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| | | Spanish, drama/public speaking, art, or yearbook. | language, drama/public speaking, art, or yearbook. | |
| Priority 7: Local Metric/Programs/services developed and provided to individuals with exceptional needs | 7C: We will ensure that all programs and services developed are available to all individuals with exceptional needs. | 7B: Course access was provided this year to students with exceptional needs in grades kindergarten through eighth grade. All kindergarten-second grade students received music, rhythmic exercise, STEM, and art. Third through fifth grade students received a choice of band, dance, technology, art, and STEM. Students in sixth through eighth grade chose guitar, dance, Spanish, drama/public speaking, art, or yearbook. | 7C: Course access was provided this year in grades kindergarten through eighth grade. All kindergarten-second grade students received music, rhythmic exercise, STEM, and art. Third through fifth grade students received a choice of band, dance, choir, technology, art, and STEM. Students in sixth through eighth grade chose guitar, dance, Spanish, sign language, drama/public speaking, art, or yearbook. | 7C: All students with exceptional needs are included in the results stated in 7A. |

# Planned Actions / Services

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

## Action 1

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

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

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

| All | All Schools |
|---|---|

**OR**

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

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

**Actions/Services**

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

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| 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. | 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. | We will provide instructional materials for our elective program. |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $20,000 | $20,000 | $10,847 |
| Source | Base | Base | Lottery |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Professional Services | 5800: Professional/Consulting Services And Operating Expenditures Professional Services | 4000-4999: Books And Supplies Instructional Materials |

## Action 2

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

| **Students to be Served:**<br>(Select from All, Students with Disabilities, or Specific Student Groups) | **Location(s):**<br>(Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
|---|---|

| | |
|---|---|
| All | All Schools |

**OR**

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

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

**Actions/Services**

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| New Action | Modified Action | Modified Action |
| **2017-18 Actions/Services** | **2018-19 Actions/Services** | **2019-20 Actions/Services** |
| 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. | We will continue to enhance the beauty of our school through recommendations by the Site Council, LCAP Advisory Committee, staff, and the Richmond Board of Trustees. We will continue to resolve the paint issue on the gym. | We will continue to enhance the beauty of our school through recommendations by the Site Council, LCAP Advisory Committee, staff, and the Richmond Board of Trustees. |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $60,000 | $20.000 | $20,000 |
| Source | Other | Other | Other |
| Budget Reference | 6000-6999: Capital Outlay Buildings & Improvement of Buildings | 6000-6999: Capital Outlay Buildings & Improvement of Buildings | 6000-6999: Capital Outlay Buildings & Improvement of Buildings |

## Action 3

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

| Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups) | Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
|---|---|

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

**OR**

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

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

**Actions/Services**

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

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| 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 place in the RtI class based on their MAP scores and teacher recommendation. | Continue to hire a reading specialist for all of our students. | Continue to hire a reading specialist for all of our students. |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $20,000 | $7,792 | $19,258 |
| Source | Base | Base | Supplemental |
| Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Salary | 1000-1999: Certificated Personnel Salaries<br>Salary | 1000-1999: Certificated Personnel Salaries<br>Salary |

| | | | |
|---|---|---|---|
| Amount | $3336 | $12,208 | $470 |
| Source | Base | Supplemental | Supplemental |
| Budget Reference | 3000-3999: Employee Benefits Employee Benefits | 1000-1999: Certificated Personnel Salaries Salary | 1000-1999: Certificated Personnel Salaries Employee Benefits |
| Amount | | $3,706 | |
| Source | | Base | |
| Budget Reference | | 3000-3999: Employee Benefits Employee Benefits | |

## Action 4

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

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

All

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

All Schools

**OR**

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

**Actions/Services**

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Unchanged Action | Modified Action | Unchanged Action |
| **2017-18 Actions/Services** | **2018-19 Actions/Services** | **2019-20 Actions/Services** |
| During the 2017-18 school year, we will adopt curriculum, depending upon the adoption cycle of the State of California, in | Continue to provide training in the area of social science for our paraprofessionals and teachers. New Social Science curriculum will not be purchased for the | Continue to provide training in the area of social science for our paraprofessionals and teachers. |

| | | |
|---|---|---|
| the area of social science. We will also provide training to our staff in this area. | 2018/19 school year. We will create a team of teachers to evaluate the state-adopted curriculum before purchasing. | |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $0.00 | $50,000 | $2,000 |
| Source | | Base | Base |
| Budget Reference | No Cost | 4000-4999: Books And Supplies Purchase of Social Science Curriculum | 5800: Professional/Consulting Services And Operating Expenditures Professional services |

## Action 5

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

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

All

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

All Schools

**OR**

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

**Actions/Services**

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

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

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $3,000 | $3,000 | $2,000 |
| Source | Base | Base | Base |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures Travel and Conferences | 5000-5999: Services And Other Operating Expenditures Travel and Conferences | 5000-5999: Services And Other Operating Expenditures Travel and Conferences |
| Amount | $600 | $600 | $600 |
| Source | Base | Base | Base |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Substitute Salary | 1000-1999: Certificated Personnel Salaries Substitute Salary | 1000-1999: Certificated Personnel Salaries Substitute Salary |
| Amount | $100 | $100 | $100 |
| Source | Base | Base | Base |
| Budget Reference | 3000-3999: Employee Benefits Employee Benefits | 3000-3999: Employee Benefits Employee Benefits | 3000-3999: Employee Benefits Employee Benefits |
| Amount | | | $1,752 |
| Source | | | Title II |
| Budget Reference | | | 5000-5999: Services And Other Operating Expenditures Travel and Conferences |

## Action 6

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

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

All

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

All Schools

**OR**

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

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

**Actions/Services**

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

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| 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. | To improve the conditions of learning for our students, we will continue to update technology. New Dell Chromebooks will be purchased for all students in 3rd-8th grades. | To improve the conditions of learning for our students, we will continue to update technology. |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $20,000 | $20,000 | $20,000 |
| Source | Base | Base | Base |
| Budget Reference | 4000-4999: Books And Supplies Non-Capitalized Equipment | 4000-4999: Books And Supplies Non-Capitalized Equipment | 4000-4999: Books And Supplies Non-Capitalized Equipment |

## Action 7

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

| **Students to be Served:** (Select from All, Students with Disabilities, or Specific Student Groups) | **Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
|---|---|
| All | All Schools |

**OR**

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

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

**Actions/Services**

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

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| Teachers/staff will vertically collaborate to provide the required technology skills for all students. | Teachers/staff will vertically collaborate to provide the required technology skills for all students. | Teachers/staff will vertically collaborate to provide the required technology skills for all students. |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $0 | $0.00 | $0.00 |
| Source | | Base | Base |
| Budget Reference | No Cost | 1000-1999: Certificated Personnel Salaries<br>No Cost | 1000-1999: Certificated Personnel Salaries<br>No Cost |

## Action 8

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

| Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups) | Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
|---|---|
| All | All Schools |

**OR**

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

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

**Actions/Services**

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

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| We will hire additional help for our elective program. | We will hire additional help for our elective program. | We will hire additional help for our elective program. |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $8,800 | $8,800 | $10,000 |
| Source | Base | Base | Base |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Professional Services | 5800: Professional/Consulting Services And Operating Expenditures Professional Services | 5800: Professional/Consulting Services And Operating Expenditures Professional Services |

## Action 9

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

| Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups) | Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
|---|---|
| All | All Schools |

**OR**

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

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

| [Add Students to be Served selection here] | [Add Scope of Services selection here] | [Add Location(s) selection here] |
|---|---|---|

**Actions/Services**

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

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

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $3,000 | $3,000 | $3,000 |
| Source | Base | Base | Base |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Professional Services | 5800: Professional/Consulting Services And Operating Expenditures Professional Services | 5800: Professional/Consulting Services And Operating Expenditures Professional Services |

## Action 10

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

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

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

**OR**

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

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

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

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

### Actions/Services

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

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| Homework Hour will concentrate on improving skills in the area of math for fourth through eighth grade students. | Homework Hour will concentrate on improving skills in the area of math for fourth through eighth grade students. | Homework Hour will concentrate on improving skills in the area of math for fourth through eighth grade students. |

### Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $1,000 | $1,000 | $1,000 |
| Source | Base | Base | Base |
| Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Salary | 1000-1999: Certificated Personnel Salaries<br>Salary | 1000-1999: Certificated Personnel Salaries<br>Salary |
| Amount | $167 | $185 | $204 |
| Source | Base | Base | Base |
| Budget Reference | 3000-3999: Employee Benefits<br>Employee Benefits | 3000-3999: Employee Benefits<br>Employee Benefits | 3000-3999: Employee Benefits<br>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.

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

Unchanged Goal

# 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.

2019-20 School Year

## State and/or Local Priorities addressed by this goal:

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

Local Priorities:

## Identified Need:

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

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool | 3A: While not increasing our number of parents attending school functions by 5%, | Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool | 3A: Sixty-two parents responded to the California Healthy Kids Survey administered in | 3A: We will maintain the number of parent survey responses. Sixty-two parents responded to |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| | we maintained that number attending Back to School Night and Parent/Teacher Conferences. | 3A: According to the California Healthy Kids Survey, thirty parents responded that they strongly agree in the following categories.<br>School allows input and welcomes parents' contributions: 38%<br>School encourages me to be an active partner with the school in educating my child: 47%<br>School actively seeks the input of parents before making important decisions: 20%<br>Parents feel welcome to participate at this school: 37%<br><br>We had 99 parents complete the survey, which is a 47% response. Last year, 121 parents completed the survey.<br>According to our Richmond Parent Survey given in April of 2018, parents responded:<br>Promotes academic success for ALL students-90% - Yes | the fall of 2018. Following are the percentages of parents that 'strongly' agree and those specific questions:<br>School allows input and welcomes parents' contributions: 44%<br>School encourages me to be an active partner with the school in educating my child: 54%<br>School actively seeks the input of parents before making important decisions: 31%<br>Parents feel welcome to participate at this school: 56%<br><br>We had 105 parents submit a local parent survey in April of 2019. This is a 6% increase from last year.<br>According to the survey:<br>This school promotes academic success for ALL students: 96%-Yes<br>This school treats all students with respect: 92% - Yes<br>This school keeps me well-informed about school activities: 96% - Yes | the California Healthy Kids Survey administered in the fall of 2018. This amount more than doubles the 30 parents that responded to last year's survey. Following are the percentages of parents that 'strongly' agree and those specific questions:<br>School allows input and welcomes parents' contributions: 44%<br>School encourages me to be an active partner with the school in educating my child: 54%<br>School actively seeks the input of parents before making important decisions: 31%<br>Parents feel welcome to participate at this school: 56%<br><br>We had 105 parents submit a local parent survey in April of 2019. This is a 6% increase from last year.<br>According to the survey:<br>This school promotes academic success for ALL students: 96%-Yes |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
| --- | --- | --- | --- | --- |
| | | Treats all students with respect-96% - Yes<br>Keeps me well-informed about school activities - 97% - Yes<br>Allows input and welcomes parents' contributions- 97% - Yes | This school is an inviting place for students to learn:  96% - Yes | This school treats all students with respect:  92% - Yes<br>This school keeps me well-informed about school activities:  96% - Yes<br>This school is an inviting place for students to learn:  96% - Yes<br><br>According to the local indicator results:<br>Rate the LEA's progress:<br>in developing the capacity of staff to build trusting and respectful relationships with families - 5- Full implementation<br>in creating welcoming environments for all families in the community- 5 - Full implementation<br>in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children - 4-Full Implementation<br>in developing multiple opportunities for the school to engage in 2-way communication between families and |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
| --- | --- | --- | --- | --- |
| | | | | educators- 4 - Full Implementation<br>in providing professional learning and support to staff to improve a school's capacity to partner with families - 3- Initial Implementation<br>in providing families with information and resources to support student learning and development in the home - 2- Beginning Implementation<br>in implementing policies for teachers to meet with families and students to discuss student progress and support improved outcomes-3 - Initial Implementation<br>in supporting families to understand and exercise their legal rights - 1 - Exploration and Research Phase<br>in building the capacity of and supporting staff to effectively engage families in decision-making- 3 Initial Implementation<br>in building the capacity of and supporting families to effectively engage in decision- |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| | | | | making - 3 - Initial Implementation<br>in providing families with opportunities to provide input on policies and programs- 3- Initial Implementation<br>in providing opportunities to have everyone work together to engage in activities - 3- Initial Implementation |
| Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool | 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.<br>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<br>3B: According to the California Healthy Kids Survey, thirty parents responded that they strongly agree in the following categories.<br>School allows input and welcomes parents' contributions: 38%<br>School encourages me to be an active partner with the school in educating my child: 47%<br>School actively seeks the input of parents before making important decisions: 20% | 3B: Sixty-two parents responded to the California Healthy Kids Survey administered in the fall of 2018. Following are the percentages of parents that 'strongly' agree and those specific questions:<br>School allows input and welcomes parents' contributions: 44%<br>School encourages me to be an active partner with the school in educating my child: 54%<br>School actively seeks the input of parents before making important decisions: 31% | 3B: Based on the survey results in 3A, we will increase or maintain the number of parents of unduplicated students that respond to each survey. |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| | | Parents feel welcome to participate at this school: 37%<br><br>We had 99 parents complete the survey, which is a 47% response. Last year, 121 parents completed the survey.<br>According to our Richmond Parent Survey given in April of 2018, parents responded:<br>Promotes academic success for ALL students-90% - Yes<br>Treats all students with respect-96% - Yes<br>Keeps me well-informed about school activities - 97% - Yes<br>Allows input and welcomes parents' contributions- 97% - Yes<br><br>Although the results were anonymous, the parents of the unduplicated students were invited to participate. | Parents feel welcome to participate at this school: 56%<br><br>We had 105 parents submit a local parent survey in April of 2019. This is a 6% increase from last year.<br>According to the survey:<br>This school promotes academic success for ALL students: 96%-Yes<br>This school treats all students with respect: 92% - Yes<br>This school keeps me well-informed about school activities: 96% - Yes<br>This school is an inviting place for students to learn: 96% - Yes | |
| Priority 3: Local Indicator/Parent | 3C: We have great participation from the | Priority 3: Local Indicator/Parent | 3C: Sixty-two parents responded to the | 3C: Based on the survey results in 3A, we will |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| Involvement/Local Evaluation Tool | parents of students with exceptional needs. They attend Back to School Night, conferences, regularly meet with staff, and help with parent involved activities. | Involvement/Local Evaluation Tool<br>3C: According to the California Healthy Kids Survey, thirty parents responded that they strongly agree in the following categories.<br>School allows input and welcomes parents' contributions: 38%<br>School encourages me to be an active partner with the school in educating my child: 47%<br>School actively seeks the input of parents before making important decisions: 20%<br>Parents feel welcome to participate at this school: 37%<br><br>We had 99 parents complete the survey, which is a 47% response. Last year, 121 parents completed the survey.<br>According to our Richmond Parent Survey given in April of 2018, parents responded: | California Healthy Kids Survey administered in the fall of 2018. Following are the percentages of parents that 'strongly' agree and those specific questions:<br>School allows input and welcomes parents' contributions: 44%<br>School encourages me to be an active partner with the school in educating my child: 54%<br>School actively seeks the input of parents before making important decisions: 31%<br>Parents feel welcome to participate at this school: 56%<br><br>We had 105 parents submit a local parent survey in April of 2019. This is a 6% increase from last year.<br>According to the survey:<br>This school promotes academic success for ALL students: 96%-Yes<br>This school treats all students with respect: 92% - Yes<br>This school keeps me well-informed about | increase or maintain the number of parents of students with exceptional needs that respond to each survey. |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| | | Promotes academic success for ALL students-90% - Yes<br>Treats all students with respect-96% - Yes<br>Keeps me well-informed about school activities - 97% - Yes<br>Allows input and welcomes parents' contributions- 97% - Yes<br><br>Although the results were anonymous, the parents of the students with exceptional needs were invited to participate. | school activities: 96% - Yes<br>This school is an inviting place for students to learn: 96% - Yes | |
| 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%. Our ADA rate at P2 was 95.3%, falling from 95.71% in the prior year. | 5A: Our attendance rate for the 2018/19 school year was 96.57% with 214.10 students. | 5A: School Attendance Rates will by 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: According to the California State Dashboard, our 2016/17 chronic absenteeism is at a rate of 6.8%. | 5B: Our chronic absenteeism is 6.9% | 5B: We will reduce our chronic absenteeism rate by 1% to 5.9%. |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| 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%. | 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. | 5D: Since we are not a high school, dropout rates for high school students do not apply to us.<br><br>5E: Since we are not a high school, graduation rates for high school students do not apply to us. |
| Priority 6: State Indicator/Student Suspension Indicator | 6A: Our current actual suspension rate is 3%. | 6A: We would like to maintain a 1% rate of suspensions. Our suspension rate for the 2016/17 school year, based on the California School Dashboard, was 2.7% | 6A: We would like to maintain a 1% rate of suspensions. Our suspension rate for the 2017/18 school year, based on the California School Dashboard, was .9% | 6A: We would like to maintain a 1% suspension rate. |
| Priority 6: Local Metric/Expulsion rate | 6B: Our expulsion rate is 0%. We did maintain this number. | 6B: Our expulsion rate is 0%. We will maintain this number. | 6B: Our expulsion rate is 0%. | 6B: Our expulsion rate is 0%. We will maintain this number. |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| Priority 6: Local Indicator/Local tool for school climate | 6C: Overall, questions pertaining to school climate improved from the 2016 parent/student surveys to the 2017 parent/student surveys. | Priority 6: Local Indicator/Local Tool for School Clmate<br>6C: According to the California Healthy Kids Survey, the following averages the percentile of students in grades five through eight that chose that they 'strongly agee' with each of the following statements. This does not take into account those students that 'agreed'.<br>School Connectedness: 37%<br>Academic Motivation: 48%<br>Caring Adult Relationships: 38%<br>High Expectations: 41%<br>Meaningful Participation: 17%<br><br>According to our 2018 Spring Parent Survey:<br>Richmond School:<br>Is an inviting place for students to learn- 98% - Yes<br>Allows input and welcomes parents' contributions- 97% - Yes<br>Is a safe place for my child - 94% - Yes | 6C: According to the 2019 California Healthy Kids Survey, the following averages the percentile of students in grades five through eight that chose that they 'strongly agree' or 'agree' with each of the following statements. .<br>School Connectedness: 73%<br>Academic Motivation: 83%<br>Caring Adult Relationships: 73%<br>High Expectations: 82%<br>Meaningful Participation: 49%<br>Parent Involvement at School: 74%<br><br>According to our 2019 Spring Parent Survey:<br>Richmond School:<br>Is an inviting place for students to learn- 96% - Yes<br>Allows input and welcomes parents' contributions - 92%- Yes<br>Is a safe place for my child - 98% - Yes<br>Has a supportive learning environment for my child - 95% - Yes | 6C: Improve our school climate as measured by our CA Healthy KIds Survey and our Parent/Student survey. |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| | | Has a supportive learning environment for my child - 94% - Yes<br><br>Students in 4th-8th grades were surveyed in April of 2018. Their responses are:<br>I feel safe at school: 86% - Yes<br>I am happy to be a part of Richmond School - 85% - Yes<br>The staff at our school is kind and caring - 85% - Yes<br>The teachers at this school treat students fairly - 71% - Yes<br>Do you feel bullied at school? 72% - No | Students in 4th-8th grades were surveyed in April of 2019. Their responses are:<br>I feel safe at school: 90% - Yes<br>I am happy to be a part of Richmond School - 86% - Yes<br>The staff at our school is kind and caring - 81% - Yes<br>The teachers at this school teat students fairly - 66% - Yes<br>Do you feel bullied at school? 85% - No | |

# Planned Actions / Services

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

## Action 1

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

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

All

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

All Schools

**OR**

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

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

**Actions/Services**

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

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| 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. | 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. During the 2018/19 school year, we will provide parent education presentations focusing on college/career readiness. | 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. During the 2019/20 school year, we will provide parent education presentations focusing on college/career readiness. |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $0.00 | $0.00 | $0.00 |
| Source | | Base | Base |
| Budget Reference | No cost | 1000-1999: Certificated Personnel Salaries<br>No Cost | 1000-1999: Certificated Personnel Salaries<br>No Cost |

## Action 2

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

| Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups) | Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
|---|---|
| All | All Schools |

**OR**

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

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

**Actions/Services**

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

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| Students that are truant will be sent a truancy letter. Any parent of a habitual truant student will be send to the School Attendance and Review Board (SARB) . An attendance contact will be sent to all parents at the beginning of the school year. | Students that are truant will be sent a truancy letter. Any parent of a habitual truant student will be send to the School Attendance and Review Board (SARB) . An attendance contact will be sent to all parents at the beginning of the school year. | Students that are truant will be sent a truancy letter. Any parent of a habitual truant student will be send 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**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $0.00 | $0.00 | $0.00 |
| Source | | Base | Base |
| Budget Reference | No cost | 2000-2999: Classified Personnel Salaries<br>No Cost | 2000-2999: Classified Personnel Salaries<br>No Cost |

## Action 3

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

| **Students to be Served:**<br>(Select from All, Students with Disabilities, or Specific Student Groups) | **Location(s):**<br>(Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
|---|---|

| All | All Schools |
|---|---|

**OR**

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

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

**Actions/Services**

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

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| The eighth grade graduating student with the best overall attendance since kindergarten will be awarded a monetary scholarship towards high school. | The eighth grade graduating student with the best overall attendance since kindergarten will be awarded a monetary scholarship towards high school. | The eighth grade graduating student with the best overall attendance since kindergarten will be awarded a monetary scholarship towards high school. |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $0.00 | $200.00 | $200.00 |
| Source | | Locally Defined | Locally Defined |
| Budget Reference | No cost to general fund-paid out of student body funds or sponsored by Richmond Community Association | Not Applicable<br>No cost to general fund-paid out of student body funds or sponsored by Richmond Community Association | Not Applicable<br>No cost to general fund-paid out of student body funds or sponsored by Richmond Community Association |

## Action 4

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

| **Students to be Served:**<br>(Select from All, Students with Disabilities, or Specific Student Groups) | **Location(s):**<br>(Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
|---|---|

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

**OR**

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

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

**Actions/Services**

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

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| 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. | 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. | 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**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $8,000 | $8,000 | $10,000 |
| Source | Supplemental | Supplemental | Supplemental |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures Professional Services | 5800: Professional/Consulting Services And Operating Expenditures Professional Services | 5800: Professional/Consulting Services And Operating Expenditures Professional Services |

## Action 5

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

| **Students to be Served:**<br>(Select from All, Students with Disabilities, or Specific Student Groups) | **Location(s):**<br>(Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
|---|---|
| All | All Schools |

**OR**

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

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

**Actions/Services**

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

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

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $0.00 | $0.00 | $0.00 |
| Source | | Base | Base |
| Budget Reference | No Cost | 1000-1999: Certificated Personnel Salaries<br>No Cost | 1000-1999: Certificated Personnel Salaries<br>No Cost |

## Action 6

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

| **Students to be Served:**<br>(Select from All, Students with Disabilities, or Specific Student Groups) | **Location(s):**<br>(Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
|---|---|
| All | All Schools |

**OR**

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

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

**Actions/Services**

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Unchanged Action | Unchanged Action | Unchanged Action |
| **2017-18 Actions/Services** | **2018-19 Actions/Services** | **2019-20 Actions/Services** |
| 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. | 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. | 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**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $0.00 | $1000.00 | $1000.00 |
| Source | | Locally Defined | Locally Defined |
| Budget Reference | Cost of assemblies paid out of Student Body Fund | Not Applicable<br>Cost of assemblies paid out of Student Body Fund | Not Applicable<br>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: (Select from All, Students with Disabilities, or Specific Student Groups) | Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
|---|---|
| All | All Schools |

**OR**

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

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

### Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Unchanged Action | Unchanged Action | Unchanged Action |
| **2017-18 Actions/Services** | **2018-19 Actions/Services** | **2019-20 Actions/Services** |
| A member of the staff will be trained in mental health issues and share the information with the rest of the staff. | A member of the staff will be trained in mental health issues and share the information with the rest of the staff. | A member of the staff will be trained in mental health issues and share the information with the rest of the staff. |

### Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $1,000 | $1,000 | $1,000 |
| Source | Base | Base | Base |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures Travel & Conferences | 5000-5999: Services And Other Operating Expenditures Travel & Conferences | 5000-5999: Services And Other Operating Expenditures Travel & Conferences |

## Action 8

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

| Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups) | Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
|---|---|

| | |
|---|---|
| All | All Schools |

**OR**

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

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

**Actions/Services**

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Unchanged Action | Unchanged Action | Unchanged Action |
| **2017-18 Actions/Services** | **2018-19 Actions/Services** | **2019-20 Actions/Services** |
| School's website will be supported annually. Teachers will receive training. | School's website will be supported annually. | School's website will be supported annually. |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $1,000 | $1,000 | $1,000 |
| Source | Base | Base | Base |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Professional Services | 5800: Professional/Consulting Services And Operating Expenditures Professional Services | 5800: Professional/Consulting Services And Operating Expenditures Professional Services |

## Action 9

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

| **Students to be Served:**<br>(Select from All, Students with Disabilities, or Specific Student Groups) | **Location(s):**<br>(Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
|---|---|
| All | All Schools |

**OR**

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

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

**Actions/Services**

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Unchanged Action | Modified Action | Modified Action |
| **2017-18 Actions/Services** | **2018-19 Actions/Services** | **2019-20 Actions/Services** |
| We will invite community members to come read with lower level students to become their "reading buddies." | Action eliminated | Action eliminated |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $0.00 | $0.00 | $0.00 |
| Budget Reference | No Cost | Not Applicable<br>No Cost | Not Applicable<br>No Cost |

## Action 10

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

| Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups) | Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
|---|---|
| [Add Students to be Served selection here] | [Add Location(s) selection here] |

**OR**

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

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

| | | |
|---|---|---|
| English Learners<br>Foster Youth<br>Low Income | LEA-wide | All Schools |

**Actions/Services**

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

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| All staff members will attend a Top 20 training in September that focuses on engaging the disengaged student and school climate. | Staff members will attend training on positive discipline prior to the beginning of the 2018/19 school year. | Staff members will implement the practices of positive discipline.. |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $6,000 | $600.00 | $600.00 |
| Source | Supplemental | Supplemental | Supplemental |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures Professional Services | 5800: Professional/Consulting Services And Operating Expenditures Professional Services | 5800: Professional/Consulting Services And Operating Expenditures Professional Services |

## Action 11

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

| **Students to be Served:**<br>(Select from All, Students with Disabilities, or Specific Student Groups) | **Location(s):**<br>(Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
|---|---|
| All | All Schools |

**OR**

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

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

**Actions/Services**

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
|---|---|---|
| Unchanged Action | Unchanged Action | Unchanged Action |
| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
| We will provide paid stipends for staff that are willing to coach sports. | We will provide paid stipends for staff that are willing to coach sports. | We will provide paid stipends for staff that are willing to coach sports. |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $4,000 | $8,200 | $9,200 |
| Source | Base | Base | Base |
| Budget Reference | 1000-1999: Certificated Personnel Salaries<br>Stipend for coaching | 1000-1999: Certificated Personnel Salaries<br>Stipend for coaching | 1000-1999: Certificated Personnel Salaries<br>Stipend for coaching |
| Amount | $684 | $1,521 | $1,775 |
| Source | Base | Base | Base |
| Budget Reference | 3000-3999: Employee Benefits<br>Employee Benefits | 3000-3999: Employee Benefits<br>Employee Benefits | 3000-3999: Employee Benefits<br>Employee Benefits |

## Action 12

**OR**

**Actions/Services**

| | | |
|---|---|---|
| | | New Action |

| | | |
|---|---|---|
| | | We will provide SEL (Social Emotional Learning) training and materials for all staff members. |

**Budgeted Expenditures**

| | | | |
|---|---|---|---|
| Amount | | | 2,000 |
| Source | | | Supplemental |
| Budget Reference | | | 5000-5999: Services And Other Operating Expenditures<br>Training and Materials |

# Goals, Actions, & Services

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

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

Unchanged Goal

# 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.

2019-20 School Year

## State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## 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

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results | 4A: CAASPP Data:<br><br>English Language Arts: Met or Exceeded<br><br>2015 2016 | 4A: CAASPP Data:<br><br>English Language Arts: Met or Exceeded<br><br>2017<br>Grade 3: 50% | 4A: We will increase our targets by 5%. Below are the actual percentages from 2016-17 CAASPP data.<br><br>2017 | 4A: All grade levels will maintain a minimum of 50% of scores in the met or exceeded levels. Below are the actual percentages from 2017-18 CAASPP data. |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| | Grade 3: 33%<br>29%<br>Grade 4: 75%<br>67%<br>Grade 5: 44%<br>62%<br>Grade 6: 55%<br>56%<br>Grade 7: 60%<br>48%<br>Grade 8: 58%<br>61% | Grade 4: 60%<br>Grade 5: 46%<br>Grade 6: 75%<br>Grade 7: 50%<br>Grade 8: 81% | Grade 3: 50%<br>Grade 4: 60%<br>Grade 5: 46%<br>Grade 6: 75%<br>Grade 7: 50%<br>Grade 8: 81% | 2018<br>Grade 3: 48%<br>Grade 4: 76%<br>Grade 5: 52%<br>Grade 6: 29%<br>Grade 7: 60%<br>Grade 8: 67% |
| Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results | 4A:CAASPP Data:<br><br>Mathematics: Met or Exceeded<br><br>2015 2016<br>Grade 3: 40%<br>33%<br>Grade 4: 46%<br>47%<br>Grade 5: 32%<br>35%<br>Grade 6: 49%<br>52%<br>Grade 7: 44%<br>39%<br>Grade 8: 55%<br>65% | 4A: CAASPP Data:<br><br>Mathematics: Met or Exceeded<br><br>2017<br>Grade 3: 54%<br>Grade 4: 48%<br>Grade 5: 25%<br>Grade 6: 61%<br>Grade 7: 46%<br>Grade 8: 54% | 4A: We will increase our targets by 5%. Below are the actual percentages from 2016-17 CAASPP data.<br><br>2017<br>Grade 3: 54%<br>Grade 4: 48%<br>Grade 5: 25%<br>Grade 6: 61%<br>Grade 7: 46%<br>Grade 8: 54% | 4A: All grade levels will maintain a minimum of 50% of scores in the met or exceeded levels. Below are the actual percentages from 2017-18 CAASPP data.<br><br>2018<br>Grade 3: 42%<br>Grade 4: 57%<br>Grade 5: 52%<br>Grade 6: 25%<br>Grade 7: 29%<br>Grade 8: 71% |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| Priority 4: The Academic Performance Index | 4B: The Academic Performance Index level is yet to be determined. | 4B: The Academic Performance Index level is yet to be determined. | 4B: The Academic Performance Index level is yet to be determined. | 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 CSE entrance requirements, or CTE courses. | 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. | 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. | 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. | 4D: At this time, we have no EL students. | 4D: At this time, we have no EL students. | 4D: At this time, we have no EL students. |
| Priority 4: State Indicator/Academic Indicator/Reclassification rates | 4E: At this time, we have no EL students; however, we will work to pursue reclassification. | 4E: At this time, we have no EL students. | 4E: At this time, we have no EL students. | 4E: At this time, we have no EL students. |
| Priority 4: State Indicator/College and Career Indicator/AP pass rate | 4F: Since we are a K-8 school, advance placement examinations are not applicable. | 4F: Since we are a K-8 school, advance placement examinations are not applicable. | 4F: Since we are a K-8 school, advance placement examinations are not applicable. | 4F: Since we are a K-8 school, advance placement examinations are not applicable. |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| Priority 4: State Indicator/College and Career Indicator/EAP-11th Grade SBAC results | 4G: Since we are a K-8 school, we do not take the EAP or other college preparedness classes. | 4G: Since we are a K-8 school, we do not take the EAP or other college preparedness classes. | 4G: Since we are a K-8 school, we do not take the EAP or other college preparedness classes. | 4G: Since we are a K-8 school, we do not take the EAP or other college preparedness classes. |
| Priority 8: Local Metric/Other student outcomes (Reach Higher Shasta K-3 reading, Reach Higher Shasta K-2 math, iReady, local benchmarks, PSAT 8-9, SBAC interims, STAR reading assessment, DIBELS Plus, etc.) | 8A: The percentage of students reaching physical fitness targets significantly increased in eight out of the twelve identified areas of testing. | 8A: Since we did not receive any results from the Physical Fitness Testing, we will have to measure this goal next year. The files were submitted incorrectly. | 8A: The percentage of students reaching physical fitness targets will increase by 5% as measured by the Annual CA Physical Fitness Test. | 8A: The percentage of students reaching physical fitness targets will increase by 5% as measured by the Annual CA Physical Fitness Test. |
| Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.) | 8B: MAP Data-Math-Spring of 2017<br><br>Kindergarten: 163.7<br>Grade 1: 186.0<br>Grade 2: 191.6<br>Grade 3: 203.9<br>Grade 4: 211.8<br>Grade 5: 222.9<br>Grade 6: 227.2<br>Grade 7: 225.5<br>Grade 8: 236.1<br>(Last score in Winter) | 8B: MAP Data-Math-Winter of 2018: Increase by five points.<br><br>Kindergarten: 152.4<br>Grade 1: 175.6<br>Grade 2: 189.4<br>Grade 3: 198.7<br>Grade 4: 208.5<br>Grade 5: 216.0<br>Grade 6: 216.3<br>Grade 7: 228.1<br>Grade 8: 238.3 | 8B: MAP Data-Math-Winter of 2018: We will increase our scores by five points.<br><br>Kindergarten: 152.4<br>Grade 1: 175.6<br>Grade 2: 189.4<br>Grade 3: 198.7<br>Grade 4: 208.5<br>Grade 5: 216.0<br>Grade 6: 216.3<br>Grade 7: 228.1<br>Grade 8: 238.3 | 8B: MAP Data-Math-Winter of 2019. We will maintain our current scores.<br><br>Kindergarten: 154.3<br>Grade 1: 174.2<br>Grade 2: 185.7<br>Grade 3: 200.4<br>Grade 4: 207.5<br>Grade 5: 221.3<br>Grade 6: 222.5<br>Grade 7: 221.1<br>Grade 8: 238.6 |
| Priority 8: Local Metric/Other student outcomes (Local | 8C: At this time, no student has received an 'F' in any trimester within | 8C: We had no students receiving an 'F' grade in 7th or 8th grades. | 8C: Students receiving a F in the 7th & 8th grade will reduce by 5%. | 8C: Students receiving a F in the 7th & 8th grade will reduce by 5%. |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| Assessments, Interims, MAPs, etc.) | their 7th or 8th grade classes. | | | |

# Planned Actions / Services

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

## Action 1

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

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

All

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

All Schools

**OR**

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

**Actions/Services**

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

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| 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 | 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 | 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. | placement for classes for our eighth grade students. | placement for classes for our eighth grade students. |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $3,500 | $3,500 | $3,500 |
| Source | Base | Base | Base |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures Services and Other Operating Cost | 5000-5999: Services And Other Operating Expenditures Services and Other Operating Costs | 5000-5999: Services And Other Operating Expenditures Services and Other Operating Costs |

## Action 2

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

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

All

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

All Schools

**OR**

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

**Actions/Services**

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

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| Scholastic Reading Counts (SRC) is a program that evaluates comprehension. Our books in the library and classrooms | Scholastic Reading Counts (SRC) is a program that evaluates comprehension. Our books in the library and classrooms | 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. | are coded as SRC books. The Richmond Community Association is willing to provide this service to our school by paying the annual subscription costs. | are coded as SRC books. The Richmond Community Association is willing to pay for half of the annual subscription cost of this service to our school. We will pay the other half. |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $0.00 | $0.00 | $500 |
| Source | | Locally Defined | Lottery |
| Budget Reference | No cost to general fund- paid out of Richmond Community Association | Not Applicable<br>No cost to general fund- paid out of Richmond Community Association | 4000-4999: Books And Supplies<br>Books and Supples |

## Action 3

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

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

All

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

All Schools

**OR**

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

**Actions/Services**

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

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

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $1,000 | $1,000 | $1,000 |
| Source | Base | Base | Base |
| Budget Reference | 2000-2999: Classified Personnel Salaries<br>Stipend | 1000-1999: Certificated Personnel Salaries<br>Stipend | 1000-1999: Certificated Personnel Salaries<br>Stipend |
| Amount | $150 | $150 | $150 |
| Source | Base | Base | Base |
| Budget Reference | 3000-3999: Employee Benefits<br>Employee Benefits | 3000-3999: Employee Benefits<br>Employee Benefits | 3000-3999: Employee Benefits<br>Employee Benefits |

## Action 4

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

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

All

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

All Schools

**OR**

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

**Actions/Services**

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

| Unchanged Action | Unchanged Action | Unchanged Action |
|---|---|---|

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| 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. | 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. | 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**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $0.00 | $0.00 | $0.00 |
| Source | | Base | Base |
| Budget Reference | No Cost | 1000-1999: Certificated Personnel Salaries<br>No Cost | 1000-1999: Certificated Personnel Salaries<br>No Cost |

## Action 5

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

| **Students to be Served:**<br>(Select from All, Students with Disabilities, or Specific Student Groups) | **Location(s):**<br>(Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
|---|---|
| All | All Schools |

**OR**

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

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

**Actions/Services**

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

| Unchanged Action | Modified Action | Unchanged Action |
|---|---|---|
| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
| Continue the use of online curriculum-based homework using Microsoft 365. | Action eliminated | Action eliminated |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $0.00 | $0.00 | $0.00 |
| Source | | Base | Base |
| Budget Reference | No Cost | Not Applicable<br>No Cost | Not Applicable<br>No Cost |

## Action 6

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

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

All

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

All Schools

**OR**

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

**Actions/Services**

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

| | | |
|---|---|---|
| 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. | 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. We will also add a Makerspace. | Increase the usage of our Makerspace by providing STEAM activities for students in kindergarten through grade eight. |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $0.00 | $500.00 | $500.00 |
| Source | | Base | Lottery |
| Budget Reference | No Cost | 4000-4999: Books And Supplies Books and Supplies | 4000-4999: Books And Supplies Books and Supplies |

## Action 7

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

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

All

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

All Schools

**OR**

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

**Actions/Services**

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

| | | |
|---|---|---|
| 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. | 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. | 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**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $0.00 | $0.00 | $0.00 |
| Source | | Base | Base |
| Budget Reference | No Cost | 1000-1999: Certificated Personnel Salaries<br>No Cost | 1000-1999: Certificated Personnel Salaries<br>$0.00 |

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

| Estimated Supplemental and Concentration Grant Funds | Percentage to Increase or Improve Services |
|---|---|
| $31,728 | 1.82% |

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).

Richmond Elementary School District funding, under the Local Control Funding Formula, estimates the Supplemental funding to be higher than the 2018/19 school year. The funding will be approximately $31,728. The funding will be used to support the 29 unduplicated students, all of whom are low income. We also have 16 students with active IEP's. At this time, we are not expected to have any English Language learners, as well as, no homeless students enrolled during the 2019/20 school year. This equates to an unduplicated amount of approximately 12.83% of our 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 12.83% 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 advisory 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 in

kindergarten through eighth grade. A portion of this action/service (approximately $19,728) 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 $10,000.

Goal 2, Action 12: Throughout the school year and in discussions with various stakeholders, we have decided to provide materials and training for our staff in the area of SEL (Social Emotional Learning). We have decided to go through Sanford Harmony which is sponsored by John Hopkins University. Cost for this action/service: approximately $2,000.

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.

LCAP Year: **2018-19**

| Estimated Supplemental and Concentration Grant Funds | Percentage to Increase or Improve Services |
|---|---|
| $20,808 | 1.28% |

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).

2018-19 School Year:

Richmond Elementary School District funding, under the Local Control Funding Formula, estimates the Supplemental funding to be slightly higher than the 2017-18 school year. The funding will be approximately $20,808. The funding will be used to support the 14 unduplicated students; all of whom are low income. We also have 19 students with active IEP's. At this time, we are not expected to have any English Language learners, as well as, no homeless students enrolled during the 2018/19 school year. This equates to an unduplicated amount of approximately 7% of our 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 7% 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 advisory 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 $12,208) 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 2/Action 10:

Our District will be receiving training in positive discipline procedures. This training provides support for all students in the area of discipline . It distinguishes that exact area of help or support needed by each student. Cost for this action/service-approximately $600.

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.

LCAP Year: **2017-18**

| Estimated Supplemental and Concentration Grant Funds | Percentage to Increase or Improve Services |
|---|---|
| $18,519 | .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.

# Addendum

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

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

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

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

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

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

# Instructions: Linked Table of Contents

[Plan Summary]

[Annual Update]

[Stakeholder Engagement]

[Goals, Actions, and Services]

[Planned Actions/Services]

[Demonstration of Increased or Improved Services for Unduplicated Students]

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

# Plan Summary

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

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

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

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

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

## Comprehensive Support and Improvement

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

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

# Annual Update

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

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

## Annual Measurable Outcomes

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

## Actions/Services

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

## Analysis

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

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

# Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

# Goals, Actions, and Services

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

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

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

**New, Modified, Unchanged**

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

## Goal

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

### Related State and/or Local Priorities

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

### Identified Need

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

### Expected Annual Measurable Outcomes

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

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

## Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

## Actions/Services

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

**New/Modified/Unchanged:**

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

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

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

## Budgeted Expenditures

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

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

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

# Demonstration of Increased or Improved Services for Unduplicated Students

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

### Estimated Supplemental and Concentration Grant Funds

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

### Percentage to Increase or Improve Services

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

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

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

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

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

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

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

# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

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

**Priority 2: Implementation of State Standards** addresses:

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

**Priority 3: Parental Involvement** addresses:

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

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

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

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

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

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

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

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

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

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

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

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

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

**Local Priorities** address:

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

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

(3) Divide (1) by (2).

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

# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

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

## Guiding Questions: Stakeholder Engagement

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

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

# Guiding Questions: Goals, Actions, and Services

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

*Prepared by the California Department of Education, January 2019*

# LCAP Expenditure Summary

| Total Expenditures by Funding Source | | | | | | |
|---|---|---|---|---|---|---|
| **Funding Source** | **2018-19 Annual Update Budgeted** | **2018-19 Annual Update Actual** | **2017-18** | **2018-19** | **2019-20** | **2017-18 through 2019-20 Total** |
| All Funding Sources | 157,082.00 | 146,059.00 | 165,337.00 | 157,082.00 | 123,656.00 | 446,075.00 |
| | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Base | 135,054.00 | 123,551.00 | 91,337.00 | 135,054.00 | 56,529.00 | 282,920.00 |
| Locally Defined | 1,200.00 | 1,700.00 | 0.00 | 1,200.00 | 1,200.00 | 2,400.00 |
| Lottery | 0.00 | 0.00 | 0.00 | 0.00 | 11,847.00 | 11,847.00 |
| Other | 20.00 | 0.00 | 60,000.00 | 20.00 | 20,000.00 | 80,020.00 |
| Supplemental | 20,808.00 | 20,808.00 | 14,000.00 | 20,808.00 | 32,328.00 | 67,136.00 |
| Title II | 0.00 | 0.00 | 0.00 | 0.00 | 1,752.00 | 1,752.00 |

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

| Total Expenditures by Object Type | | | | | | |
|---|---|---|---|---|---|---|
| **Object Type** | **2018-19 Annual Update Budgeted** | **2018-19 Annual Update Actual** | **2017-18** | **2018-19** | **2019-20** | **2017-18 through 2019-20 Total** |
| All Expenditure Types | 157,082.00 | 146,059.00 | 165,337.00 | 157,082.00 | 123,656.00 | 446,075.00 |
| | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 1000-1999: Certificated Personnel Salaries | 30,800.00 | 30,374.00 | 25,600.00 | 30,800.00 | 31,528.00 | 87,928.00 |
| 2000-2999: Classified Personnel Salaries | 0.00 | 0.00 | 1,000.00 | 0.00 | 0.00 | 1,000.00 |
| 3000-3999: Employee Benefits | 5,662.00 | 2,985.00 | 4,437.00 | 5,662.00 | 2,229.00 | 12,328.00 |
| 4000-4999: Books And Supplies | 70,500.00 | 66,247.00 | 20,000.00 | 70,500.00 | 31,847.00 | 122,347.00 |
| 5000-5999: Services And Other Operating Expenditures | 7,500.00 | 7,726.00 | 15,500.00 | 7,500.00 | 10,252.00 | 33,252.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 41,400.00 | 37,527.00 | 38,800.00 | 41,400.00 | 26,600.00 | 106,800.00 |
| 6000-6999: Capital Outlay | 20.00 | 0.00 | 60,000.00 | 20.00 | 20,000.00 | 80,020.00 |
| Not Applicable | 1,200.00 | 1,200.00 | 0.00 | 1,200.00 | 1,200.00 | 2,400.00 |

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

| Total Expenditures by Object Type and Funding Source | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Object Type** | **Funding Source** | **2018-19 Annual Update Budgeted** | **2018-19 Annual Update Actual** | **2017-18** | **2018-19** | **2019-20** | **2017-18 through 2019-20 Total** |
| All Expenditure Types | All Funding Sources | 157,082.00 | 146,059.00 | 165,337.00 | 157,082.00 | 123,656.00 | 446,075.00 |
| | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 1000-1999: Certificated Personnel Salaries | Base | 18,592.00 | 19,916.00 | 25,600.00 | 18,592.00 | 11,800.00 | 55,992.00 |
| 1000-1999: Certificated Personnel Salaries | Supplemental | 12,208.00 | 10,458.00 | 0.00 | 12,208.00 | 19,728.00 | 31,936.00 |
| 2000-2999: Classified Personnel Salaries | Base | 0.00 | 0.00 | 1,000.00 | 0.00 | 0.00 | 1,000.00 |
| 3000-3999: Employee Benefits | Base | 5,662.00 | 2,985.00 | 4,437.00 | 5,662.00 | 2,229.00 | 12,328.00 |
| 4000-4999: Books And Supplies | Base | 70,500.00 | 65,747.00 | 20,000.00 | 70,500.00 | 20,000.00 | 110,500.00 |
| 4000-4999: Books And Supplies | Locally Defined | 0.00 | 500.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4000-4999: Books And Supplies | Lottery | 0.00 | 0.00 | 0.00 | 0.00 | 11,847.00 | 11,847.00 |
| 5000-5999: Services And Other Operating Expenditures | Base | 7,500.00 | 7,726.00 | 7,500.00 | 7,500.00 | 6,500.00 | 21,500.00 |
| 5000-5999: Services And Other Operating Expenditures | Supplemental | 0.00 | 0.00 | 8,000.00 | 0.00 | 2,000.00 | 10,000.00 |
| 5000-5999: Services And Other Operating Expenditures | Title II | 0.00 | 0.00 | 0.00 | 0.00 | 1,752.00 | 1,752.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Base | 32,800.00 | 27,177.00 | 32,800.00 | 32,800.00 | 16,000.00 | 81,600.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Other | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Supplemental | 8,600.00 | 10,350.00 | 6,000.00 | 8,600.00 | 10,600.00 | 25,200.00 |
| 6000-6999: Capital Outlay | Other | 20.00 | 0.00 | 60,000.00 | 20.00 | 20,000.00 | 80,020.00 |
| Not Applicable | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Not Applicable | Base | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Not Applicable | Locally Defined | 1,200.00 | 1,200.00 | 0.00 | 1,200.00 | 1,200.00 | 2,400.00 |

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

| Total Expenditures by Goal | | | | | | |
|---|---|---|---|---|---|---|
| **Goal** | **2018-19 Annual Update Budgeted** | **2018-19 Annual Update Actual** | **2017-18** | **2018-19** | **2019-20** | **2017-18 through 2019-20 Total** |
| **Goal 1** | 130,411.00 | 117,490.00 | 140,003.00 | 130,411.00 | 91,231.00 | 361,645.00 |
| **Goal 2** | 21,521.00 | 21,598.00 | 20,684.00 | 21,521.00 | 26,775.00 | 68,980.00 |
| **Goal 3** | 5,150.00 | 6,971.00 | 4,650.00 | 5,150.00 | 5,650.00 | 15,450.00 |
| **Goal 4** | | | 0.00 | 0.00 | 0.00 | 0.00 |
| **Goal 5** | | | 0.00 | 0.00 | 0.00 | 0.00 |

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

| Expenditures Contributing to Increased/Improved Requirement by Funding Source | | | | | |
|---|---|---|---|---|---|
| **Funding Source** | **2018-19 Annual Update Budgeted** | **2018-19 Annual Update Actual** | **2017-18** | **2018-19** | **2019-20** |
| All Funding Sources | 8,600.00 | 10,350.00 | 14,000.00 | 8,600.00 | 30,328.00 |
| | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Base | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Locally Defined | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Lottery | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Other | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Supplemental | 8,600.00 | 10,350.00 | 14,000.00 | 8,600.00 | 30,328.00 |
| Title II | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

| Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source | | | | | |
|---|---|---|---|---|---|
| **Funding Source** | **2018-19 Annual Update Budgeted** | **2018-19 Annual Update Actual** | **2017-18** | **2018-19** | **2019-20** |
| All Funding Sources | 124,482.00 | 135,709.00 | 107,337.00 | 124,482.00 | 89,828.00 |
| | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Base | 111,054.00 | 123,551.00 | 47,337.00 | 111,054.00 | 53,529.00 |
| Locally Defined | 1,200.00 | 1,700.00 | 0.00 | 1,200.00 | 1,200.00 |
| Lottery | 0.00 | 0.00 | 0.00 | 0.00 | 11,347.00 |
| Other | 20.00 | 0.00 | 60,000.00 | 20.00 | 20,000.00 |
| Supplemental | 12,208.00 | 10,458.00 | 0.00 | 12,208.00 | 2,000.00 |
| Title II | 0.00 | 0.00 | 0.00 | 0.00 | 1,752.00 |