

LCAP Year 2017-18 2018-19 2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: 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 Jacoby Creek Elementary

Contact Name and Title Timothy Parisi, Superintendent

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2017-20 Plan Summary

THE STORY

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

Jacoby Creek School District serves students from transitional kindergarten through eighth grade. There is one Transitional Kindergarten class and two classes at each of the other grade levels. We are a one-school district in rural Humboldt County. Our school enjoys a strong reputation for academic excellence. Approximately 50% of our students attend from outside our school district and families report that they want their children to attend Jacoby Creek School for its strong academic program and TK-8 model. School enrollment for the 2016-2017 school year averaged 450 students.

Jacoby Creek School has an outstanding staff consisting of eighteen general education teachers, one speech/language specialist, one part-time counselor, one special education teacher, one part-time librarian, one part-time superintendent, one principal, one technology coordinator, and five special program teachers including: reading support, vocal music, instrumental music, Spanish, and drama. The school employs approximately 65 people.

The mission of Jacoby Creek School District, in partnership with the parents and the community, is to provide a safe and inclusive school climate and a high quality program of academic instruction. The district also strives to develop the qualities of good character, self-discipline, and responsible citizenship in our students.

One very important component of our educational success is the extremely high parent and community participation in all aspects of the school program. Parents and community members chaperone field trips, provide individual and small group instruction daily, fill the school to overflowing during special events, and enrich the curriculum by bringing their careers and talents into the classrooms.

Jacoby Creek School is supported and guided by a Parent Teacher Organization (PTO), School Site Council, Jacoby Creek School Children's Educational Foundation (JCCEF), an Athletics Committee, a Positive Behavior Interventions and Support (PBIS) Leadership Team, a Facilities Improvement Committee, and a Board of Trustees.

Jacoby Creek School offers after school care as well as a wide variety of After School Enrichment and Academic support classes.

Demographics (March 2017)	Jacoby Creek
Enrollment	454
Grade level span	TK – 8
American Indian	14
Black or African American	12
Asian	29
Filipino	7
Hispanic or Latino	54
Native Hawaiian / Pacific Islander	2
White	338
Socioeconomically disadvantaged	79
English learners (includes transitional kindergarten and kindergarten students – CELDT results not verified)	4
Gifted and Talented Education (formally identified, 4 - 6)	NA
Students with disabilities	42
Foster Youth	2

According to the California School Dashboard, we have much to celebrate and growth still to be made. The following chart is a summary of performance at this point. This data, along with significant stakeholder engagement input has informed and influenced this plan.

Jacoby Creek - Humboldt County

Enrollment: 432 Socioeconomically Disadvantaged: 19% English Learners: 1% Foster Youth: N/A Grade Span: K-8

Reporting Year: Spring 2017

Charter School: No

- Equity Report
- Status and Change Report
- Detailed Reports**
- Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	American Indian	Asian	African American	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		*	N/A	N/A			*	*	*	*		*		
English Learner Progress (K-12)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>English Language Arts (3-8)</u>		*	N/A	N/A		*	*	*	*	*		*	*	
<u>Mathematics (3-8)</u>		*	N/A	N/A		*	*	*	*	*		*	*	

Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

The following priorities are not applicable to Jacoby Creek School:

- A-G Completion or approved CTE sequence
- AP exam scores
- EAP scores
- High School drop-out rate
- High school graduation rate.

LCAP HIGHLIGHTS

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

Goal 1: The achievement gap between all students and low-socio-economic performance on CAASPP in mathematics increased in the 2015-2016 school year. An action has been modified to address this gap. The chronic absenteeism rate at JCS is high. There are a variety of reasons that students are missing more than 10% of the school year. An action has been written to address this issue.

Goal 2: At the stakeholder focus group meetings parents expressed the desire for the school to host parent forums for groups to come together to discuss challenges facing students today. For example, in the spring of 2017 a forum to discuss students' appropriate use of technology.

REVIEW OF PERFORMANCE

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

Goal 1: Academic Achievement

- JCS students performed well on the CAASPP and met the anticipated increased achievement goal. 70% of students scored in met or exceeded standard range in mathematics, and 77% in ELA.
- Fourth grade math scores on CAASPP increased dramatically. 78% of students scored in the met or exceeded standard range compared with 41% for the 2016-2016 year.
- JCS students represented the school at county and state level competitions for History Day, Science Fair, Geography Bee, Spelling Bee, and Math Counts.
- Participation rates in athletics, Oral Language Faire, drama, and after school enrichment classes are very high.
- Students in need of intervention received support through a Reading Specialist, counseling technician, school counselor, and a 504 coordinator.
- More than 93% of the 177 parents that responded to a survey indicated they felt that their child's academic needs were being met at JCS.

Goal 2: JCS will be a safe, healthy, and inclusive environment for learning

- 96.5% of the 177 parents that responded to a survey indicated that their child feels safe at school all or most of the time. This is a 2.5 increase from the previous year.
- Student survey data indicates that 96.5% of students feel safe all or most of the time at school.
- 97.8% of students were represented by a parent or family member at parent teacher conferences.
- Fundraising goals were exceeded.
- PBIS implementation and community buy-in helped to decrease behavior incidences.

GREATEST PROGRESS

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

GREATEST NEEDS

The California School Dashboard indicates that socio-economically disadvantaged students at Jacoby Creek School are in the “Orange” low performance level for test scores in mathematics.

The chronic absenteeism rate at JCS is high. 10.5% of students missed more than 10% of the school year, and 3% of students missed more than 15 days as of April 1, 2017.

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

The California School Dashboard indicates that socio-economically disadvantaged students at Jacoby Creek School are in the “Orange” category for test scores in mathematics as compared to the overall group at the “Blue” (highest performance level).

Grade 2015-2016 CAASPP Test Scores	All Students % Meeting or Exceeding Standard in Math	Socio-economically Disadvantaged % Meeting or Exceeding Standard in Math	Number of Socio-economically Disadvantaged Students
3 rd	79%	72%	14 Students 4 below standard
4 th	78%	66%	9 Students 5 below standard
5 th	61%	20%	10 Students 7 below standard
6 th	44%	25%	12 Students 8 below standard
7 th	80%	50%	4 Students 2 below standard
8 th	78%	72%	7 Students 2 below standard

Staff will be required to take a professional development day to collaborate with their partner teacher in order to support students that did not meet grade level standard in mathematics on CAASPP in 2017. Available interventions for these students will include: free afterschool academic support classes, 7th/8th grade tutor support during math instruction time, increased differentiation of instruction.

Determination of appropriate support for each student will be made by classroom teachers and principal.

Professional development will be offered differentiating mathematics instruction in the classroom.

PERFORMANCE GAPS

INCREASED OR IMPROVED SERVICES

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

In the 2017-2018 school year, teachers will be required to take a professional development day at the beginning of the school year to collaborate with fellow teachers to plan strategies to implement in their classrooms to provide additional support in mathematics for socio-economically disadvantaged students.

The district will continue to offer free and reduced price after school daycare, afterschool academic support classes, and after-school enrichment classes to support unduplicated students.

Counseling services with a Student Support Provider and a counseling aide will be provided for unduplicated students.

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$4,072,027
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$4,630,007

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

The central office expenditures are not included in the LCAP. This totals \$373,938 and includes the superintendent, business services contract with Northern Humboldt Union High School District, payment of a facilities loan, Proposition 39 grant funds, utilities, etc. The LCAP includes \$900,000 in expenses from the facilities bond fund that is included in the total action/service. In addition, the cafeteria transfer out of \$31,918 is also included in actions.

\$3,406,244	Total Projected LCFF Revenues for LCAP Year
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Annual Update

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	Increase Student Achievement
State and/or Local Priorities Addressed by this goal:	STATE <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL N/A

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Metric

- 1:1 Performance on CAASPP assessments
 - 1:2 Academic performance indicator (API) score. Not yet available.
 - 1:3 Classroom Assessment
 - 1:4 Other student outcomes
- Student achievement in performance tasks and number of students participating in project-based learning opportunities (such as district and county-wide History Day, Science Fair, Math Counts, service-learning, Oral Language Fair, and the Spelling Bee); and other indicators of student performance such as physical fitness tests, DIBELS assessments, RESULT testing, SRI testing, Moby

ACTUAL

- 1.1 MET: Percentage of students scoring in the met or exceeded range on the CAASPP increased by 5% which was well over the 2% goal **1a**.
- 1.2 MET: 78% of fourth grade met or exceeded standard achievement level in Mathematics on CAASPP which was well over the goal for 50% **1a**
- 1.3 NOT MET MATH
MET IN LANGUAGE ART
Percentage of low socio-economic students meeting or exceeding standard on CAASPP test increased by 8% in ELA.
Percentage of low socio-economic students meeting or exceeding standard on CAASPP test decreased by 8% in Math.

Max assessment tools, and CELDT testing.

2.1 CALPADS data

3.1 Stakeholder Survey Data

4.1 Standards-aligned instructional resources and materials inventories, purchase records, annual board resolution of sufficiency of materials.

Professional development agendas, release day data, and roll-sheets

2 BTSA paperwork

6. Grade level meeting agendas, PD records, records of text or other instructional materials purchases or re-alignment in classrooms.

CELDT scores

7.1 Reclassification rate

8. Attendance data: the attendance rate in 2015-2016 was 96%, due to big increase in illness that year. Unexcused absence rate 2015-2016 was 8% of total absences. Prior year was 8%.

Class schedules for Art, Music, PE, Advanced Math, Math Counts.

10. Computer inventory and internet speed assessment.

Outcome--Bold indicates action that corresponds with each outcome.

1.1 Percentage of students scoring in the met or exceeded range on the CAASPP will increase by 2% **1a**.

1.2 50% of fourth grade students will score in the met or exceeded standard

achievement level in Mathematics on CAASP.P **1a**

1.4 API scores are no longer calculated by the state. **1. a**

1.5 MET: More than 75% of students will be at grade level in ELA and Math per local assessment interim data. **1a**

Grade Level	% Proficient Math	%Proficient Writing	%Proficient Reading
K	93.5%	95.5%	94%
1st	90%	83%	79%
2nd	95%	81%	74%
3rd	86%	80%	82%
4th	84%	81%	89%
5th	87%	91%	81%
6th	88%	92%	94%
7th	92%	94%	
8th	92%	90%	

1.6 MET: Percentage of students engaged in performance tasks and project-based learning opportunities in classrooms, school and county (countywide events and competitions such as History Day, Science Fair, Bees, and athletics) at high levels as measured by participation. **1a**

Activity	2015-2016	2016-2017
History Day	78 Projects 28 County	83 Projects 25 County
Science Fair	75 Science	113 Science

1.3 Percentage of low socio-economic students meeting or exceeding standard on CAASPP test will increase by 5% in both math and ELA. **1a**

1.4 API scores are not available **1. a**

1.5 75% of students will be at grade level in ELA and Math per local assessment interim data. **1a**

1.6 Percentage of students engaged in performance tasks and project-based learning opportunities in classrooms, school and county (countywide events and competitions such as History Day, Science Fair, Bees, and athletics) will stay current rate (as they are presently at high levels) as measured by participation numbers. **1a**

1.7 Physical Fitness Test results will improve. 70% of students will meet 6/6 standards.

1.8 Other indicators of student performance will maintain current level (as they are presently at good levels) or increase as measured by classroom grades and district assessment data. DIBELS screening for all K-3rd grade students to identify those needing additional support from reading specialist. Counseling, EDL, and reading specialist support will be provided for students in need of academic support as determined by Student Study Conferences with teachers and administrators. **1a**

2.1 Maintain 100% of JCS teachers and paraprofessionals classified as highly qualified under former NCLB standards, with no teacher mis-assignments. **1b**

2.2 Students in kindergarten, first grade, any second-third grade classroom with more than 24 students, and any fourth- eighth grade classroom with more than 26 students will have the support of a classroom instructional aide. **1I**

3.1 Parent response to the question "My child's academic needs are being met at school." Parent response will reflect a 3% increase in the ALWAYS or MOST OF THE TIME response from the 90% in the 2015-2016 school year. **1d**

4.1 All students will have access to standards aligned instructional materials. ELA/ELD instructional materials aligned with Common Core, if available, are reviewed for possible adoption. **1c**

	Fair/Passport to Science Projects 22 County	Fair/Passport to Science Projects 24 County 7 Representing JCS at State
Math Counts	13 participants	11 participants
Service Learning Projects	12 classroom projects	11 classroom projects
Oral Language Fair	80 students	81 students
Athletics	did not track data	222 participants
After School Academic Support Classes	did not track data	97 participants Homework Club=40 Study Hall=33 Book Worm= 10 STAR =14
After School Enrichment Classes	did not track data	190 participants
Daycare	did not track data	214 participants

1.7 NOT MET: Physical Fitness Test results did not improve. 50% of students will meet 6/6 standards.

Physical Fitness Test Results	% Meeting 6/6 Standards
2014-2015	58%
2015-2016	50%

5.1 80% of staff attend at least one professional development opportunity related to CCSS, technology integration, CAASPP, NGSS or student data, OR they have participated in a release day to articulate CCSS with grade level team. **1e**

5.2 New teachers, if any, will participate in an induction program. **1h**

6. Next Generation Science Standards (NGSS) implementation begins. **1c**

7. English Learners demonstrating growth toward reclassification each year. 66% of ELs show progress in the Overall performance indicator on the CELDT test over 2014-15 school year, 70% will show progress next in the 2016-2017 school year. **1g 1m**

7.1 One EL student reclassifies.

8.1 Chronic Absenteeism will remain at less than 1%, middle school dropout rate will remain at 0%. **1f**

8.2 District attendance rate will increase by 0.5% barring unforeseen large outbreaks of illness **1. f**

9.1 All students, including students with disabilities, have access to a broad course of study that includes Art, Music, PE and a variety of enrichment activities. **1b**

9.2 Students will participate in a minimum of one off campus field trip. **1b**

10. Unduplicated students will have access to free after school daycare. **1j**

11. Students will have access to maintained and operational computers with sufficient bandwidth capability for multiple classrooms to use Google Apps simulations. **1n**

Change in PE instructors may have impacted the results.

1.8 MET: Other indicators of student performance maintained high level or increased as measured by classroom grades and district assessment data. DIBELS screening for all K-3rd grade students identified those needing additional support from reading specialist. Counseling, EDL, and reading specialist support was provided for all students in need of academic support as determined by Student Study Conferences with teachers and administrators. **1a**

Activity	2015-2016 Number Served	2016-2017 Number Served
Reading Specialist Services	60	51 *Less assessed need.
Student Support Provider/Counseling Tech	89 Steps to Respect in K-6	86 students 3 families Steps to Respect TK-8
Student Study Team Meetings	Unknown	13
504	10	11

2.1 MET: Maintained 100% of JCS teachers and paraprofessionals classified as highly qualified under former NCLB standards, with no teacher misassignments. **1b**

2.2 MET: Students in kindergarten, first grade, any second-third grade classroom with more than 24 students, and any fourth- eighth grade classroom with more than 26 students had the support of a classroom instructional aide. This year one third grade class, two fourth grade classes, and two fifth grade classes had an overage aide. The TK class, both Kindergarten classes, and both first grade classes were also provided aide support. **1l**

3.1 MET: Parent response to the question "My child's academic needs are being met at school." Parent response reflected a 3.14% increase in the ALWAYS or MOST OF THE TIME response from the 90% in the 2015-2016 school year. **1d**

2015-2016	2016-2017
90%	93.14%

4.1 MET: All students had access to standards aligned instructional materials in mathematics. ELA/ELD instructional materials aligned Common Core for possible adoption in 2017-2018. **1c**

5.1 MET: 95% of staff attended at least one professional development opportunity related to CCSS, technology integration, CAASPP, NGSS or student data, OR they have participated in a release day to articulate CCSS with grade level team. **1e**

5.2 MET: Both of the two new teachers participated in an induction program with support of JCS teachers as mentors. **1h**

6. MET: Next Generation Science Standards (NGSS) implementation began. A implementation committee consisting of 5 teachers and administration is leading the implementation. **1c**

7. MET: English Learners demonstrated growth toward reclassification this year.
 7.1 MET: Three EL student reclassified to FEP.

2015-2016	2016-2017
66% Total #EL Students: 6 students were CELDTed	<ul style="list-style-type: none"> Total of 9 Students tested. 3 students were tested for a second year in a row. All three moved to FEP this year.

- 6 were initially tested.
2 tested FEP
4 were classified as EL's and will be re-tested next year.
Anticipate 1 reclassification in 2017-2018

8.1

NOT MET: Chronic Absenteeism did not remain at less than 1%. Chronic absenteeism was calculated incorrectly for the 2015-2016 school year. Improvement in this area is a need for our school

MET: Middle school dropout rate did remain at 0%. **1f**

Chronic Absences	10% or more	15 or more days
2015-2016	40 students= 9%	26 student=6%
2016-2017 as of 4/1/17	48 students=10.5%	14 kids=3%

8.2 MET: Actual increase 0.53% with goal 0.5% increase1. f

Attendance	P1	P2
2014-2015	94.63%	94.28%
2015-2016	96%	94.48%
2016-2017	96.20	95.01%

9.1 MET: All students, including students with disabilities, had access to a broad course of study that includes Art, Music, PE and a variety of enrichment activities. **1b**

9.2 NOT MET: TK students did not participate in a minimum of one off campus field trip: **1b**

When this goal was written we did not know that we would have a Transitional Kindergarten class at Jacoby Creek. The TK teacher did not feel that an off campus trip was appropriate for her class. All other classes went on at least one trip.

10. MET: Unduplicated students all had access to free after school daycare. 39 of the unduplicated students choose to participate. **1j**

Free/Reduced Daycare	
2016-2017	39 of 79 students *Free and reduced. Reduced charge is \$0.40 per hour.

11. MET: Students had access to maintained and operational computers with sufficient bandwidth capability for multiple classrooms to use Google Apps simulations. Bandwidth was increased in November 2016 and internet speed was greatly improved. **1n**

[ACTIONS / SERVICES](#)

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

Action

1

Actions/Services

PLANNED

1a

CAASPP results are analyzed to determine areas for growth and growth targets.

Formative assessments such as DIBELS, RESULTS, SRI, District assessments in mathematics and writing, Interim CAASPP Assessments are used to monitor student achievement and determine areas for growth and growth targets.

Trends in fourth grade math and low socio-economic achievement gap are analyzed in order to determine if a specific action is needed.

BUDGETED

Continue use of Digital Library, CAASPP formative assessments, and online apps for formative assessment
\$1000-LCFF

ACTUAL

- CAASPP results were analyzed at staff pre-service day. The established areas for growth were low socio-economic math and 6th grade math for all students.
- We discontinued the use of SRI for an assessment tool due to cost.
- The other listed formative assessments were used throughout the school year to monitor student achievement.
- Trends in fourth grade mathematics scores improved drastically. This area is no longer needing an action.
- Achievement gap for socio-economically disadvantaged students increased in mathematic test scores. A specific action is needed in the 2017-2018 LCAP.

Expenditures

ESTIMATED ACTUAL

\$1,488-LCFF

Action

2

Actions/Services

PLANNED

1b

Students will receive support through high quality instructional strategies and materials, differentiated curriculum, and instruction in ELA and math at all grade levels. All students, including students with disabilities, will have access to a broad course of study that includes art, music, PE, and a variety of enrichment activities.

In order to make sure students are college and career-

ACTUAL

- Jacoby Creek School students received high quality instruction and materials, differentiated curriculum and instruction in ELA and Math at all grade levels by highly qualified teachers.
- All students, including students with disabilities, had access to a broad course of study that included art, music, PE, and enrichment activities. JCS employs a 0.8 FTE librarian. Each classroom does a classroom play. Junior high students can participate in a school wide play. Music instruction is offered at all grade levels. Spanish instruction is offered to 7th and 8th grade students. We offer sports during all seasons of the school year. JCS offers a wide variety of after school enrichment activities.
- Students received instruction in math and ELA using the Common Core

<p>ready, common core state standards will be implemented and there will be opportunities for students to participate in project-based learning and experiences on a classroom, district and county-wide basis.</p>	<p>State Standards.</p> <ul style="list-style-type: none"> Jacoby Creek School students participated in project based learning in the classroom and on a county wide basis. See annual update chart for participation numbers.
<p>BUDGETED Certificated teacher salaries/benefits: \$1,789,827- LCFF, Title I, Title II, JCCEFF</p> <p>Classified salaries/benefits of those employees involved with instruction (aides, librarian, intervention specialist, attendance.) \$127,512 - LCFF and Title 1</p> <p>Cost of materials and supplies for instructional purposes. \$36,473 - LCFF RS0000, Obj 4310</p> <p>Co-op Contract \$932 Supp</p> <p>Contracts/ services related to student achievement (technology, transportation, etc.) \$118,715 – LCFF RS0210 Obj 5100, 5800, RS 0228, Obj 5800, RS 0000, Obj 5845, RS 0001, Obj 5811</p>	<p>ESTIMATED ACTUAL Certificated teacher salaries/benefits: \$1,967,516- LCFF, Title I, Title II, JCCEFF</p> <p>Classified salaries/benefits of those employees involved with instruction (aides, librarian, intervention specialist, attendance.) \$147,751 - LCFF and Title 1</p> <p>Cost of materials and supplies for instructional purposes. \$36,473 - LCFF RS0000, Obj 4310</p> <p>Co-op Contract \$1,430 Supp</p> <p>Contracts/ services related to student achievement (technology, transportation, etc.) \$124,147 – LCFF RS0210 Obj 5100, 5800, RS 0228, Obj 5800, RS 0000, Obj 5845, RS 0001, Obj 5811</p>

Expenditures

Action

3

Actions/Services

<p>PLANNED 1c Instructional materials aligned with CCSS are used.</p> <p>Common Core aligned ELA materials will be purchased. A Next Generation Science Standards curriculum committee will be formed to guide the staff in attending inservice and examining grade level science standards shifts. NGSS curriculum is previewed for possible adoption.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> Jacoby Creek School teachers and administration conducted a thorough investigation of ELA Common Core Curriculum available for adoption. Teachers attended curriculum fair and reviewed the options at the Humboldt County Office of Education. Curriculum will be adopted in the spring of 2017. A Next Generation Science Standards Curriculum committee was formed. This committee consists of two primary teachers, two middle grade teachers, an upper grade teacher, and the principal.
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Expenditures	BUDGETED Instructional materials - ELA \$25,221 - Res. 0212 and 6300	ESTIMATED ACTUAL Instructional materials - ELA \$14,774 - Res. 0212 and 6300
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Action **4**

Actions/Services	PLANNED 1d Other indicators of student performance (grades, behavior, extracurricular involvement, parent survey results) are monitored each trimester. Students are identified for intervention or other appropriate services as discussed at Student Study Team Meetings. The team determines interventions and/or accommodations needed to assist the student. Possible interventions include: instructional aides, reading specialist, school counselor, after school study hall/homework support as needed.	ACTUAL - Student performance was monitored each trimester. Thirteen students were identified for requiring a student study team meeting. Appropriate supports were provided to help increase these students' achievement both socially and academically at school.
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Expenditures	BUDGETED After school intervention program- \$14,257 LCFF Supp	ESTIMATED ACTUAL After school intervention program- \$3,860 LCFF Supp (Encroachment) \$11,837 LCFF Res. 0010
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Action **5**

Actions/Services	PLANNED 1e Professional development/release time related to successful implementation of CCSS, instructional technology, NGSS, CAASPP, and/or BTSA. Teachers will be required to use release time to discuss strategies and interventions that will support low SES	ACTUAL - Entire staff participated in a professional development day at school. Topics included differentiation and inclusive teaching, and time to work in grade level groups for CCSS lesson planning, and differentiation in the Common Core Curriculum. - Two new teachers participated in BTSA with Jacoby Creek teachers as their mentors. - Special Education and Testing Coordinator attended CAASPP training workshops.
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<p>student achievement.</p> <p>Release time will be provided for staff articulation to improve fourth grade math scores.</p>	<ul style="list-style-type: none"> Staff Information Exchange Meeting time was dedicated to NGSS. Teachers discussed strategies and interventions to support low SES student achievement at in-service day and grade level meetings. Release time for fourth grade staff to articulate and improve math scores was not needed due to high achievement scores on the 2015-2016 CAASPP.
<p>BUDGETED Professional Development \$3,000 - LCFF</p>	<p>ESTIMATED ACTUAL \$3,133 5210 PBIS CELDT</p>

Expenditures

Action

6

<p>PLANNED 1f</p> <p>Stronger encouragement of good school attendance via providing parents information in the school newsletter, handbook, and conferences. Encouragement of use of independent study option for prolonged absences. Closely monitor students that have more than 14 excused medical absences and educate parents about Jacoby Creek School policy regarding excused medical absences that become chronic.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> Administrator sent a monthly newsletter (Panther Press) to all families. The importance of school attendance was discussed in each newsletter. JCS School Board monitored attendance data monthly. Principal made personal contact with each family that had a chronically absent student. Principal made direct contact with families with all students having more than fourteen medically excused absences and doctors' notes were solicited.
<p>BUDGETED Electronic notification system for attendance notifications \$1,284- LCFF</p>	<p>ESTIMATED ACTUAL Electronic notification system for attendance notifications \$1,284- LCFF</p>

Actions/Services

Expenditures

Action

7

<p>PLANNED 1g</p> <p>CELDT scores and other assessments are reviewed to assess placement and growth of ELs.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> CELDT scores and classroom assessments were reviewed to assess placement and growth of EL students. See table in Annual Update for data. All EL students made growth and further intervention was not necessary.
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Actions/Services

	If EL students are not making growth after a year, an SST meeting is held to determine additional services needed. If an EL student does not show growth over 2 years, then outside consultation is sought.	
Expenditures	BUDGETED See action 1i	ESTIMATED ACTUAL See action 1i

Action **8**

Actions/Services	PLANNED 1h Teacher induction program (BTSA) for new-to-service teachers.	ACTUAL · Two new teachers participated in BTSA with Jacoby Creek teachers as their mentors.
Expenditures	BUDGETED BTSA Support - \$2,000	ESTIMATED ACTUAL BTSA Support - \$6,600

Action **9**

Actions/Services	PLANNED 1i Maintain current level or increase student support services with counseling aide, reading specialist, ELD Coord., school counselor, intervention services. Low income students are monitored to insure they are provided with necessary academic support.	ACTUAL · Counseling aide, Reading Specialist, ELD Coordinator and Special Education services were maintained. School counseling service was increased from 0.2 FTE to 0.4 FTE. · Principal and administrative staff monitored low income students and provided necessary academic support including after school academic support classes free of charge.
Expenditures	BUDGETED Counselor time - \$12,667 LCFF/Supp ELD	ESTIMATED ACTUAL Counselor time - \$14,217 LCFF/Supp ELD

Coord/Service provider - \$2,031 - LCFF/Supp	Coord/Service provider - \$2,276 - LCFF/Supp
Sustain PIP time - \$39,410 RS 3010/Supp	Sustain PIP time - \$51,278 (Title 1 Encroach) RS 3010/Supp
Maintain reading specialist - \$13,913 RS 0001/Supp	Maintain reading specialist - \$15,588 RS 0001/Supp
After School Intervention: \$3,239 Supp	After School Intervention: See Goal 1d \$3,239 Sup

Action **10**

Actions/Services	PLANNED 1j After school daycare will be provided as needed for families of unduplicated students	ACTUAL - After school day care was provided free of charge for students qualifying for free lunch and \$0.40 for those qualifying for reduced lunch.
	BUDGETED Day care staff- \$6,433 - LCFF/Supp	ESTIMATED ACTUAL \$6,500 LCFF/Supp
Expenditures		

Action **11**

Actions/Services	PLANNED 1k Field trips will be provided	ACTUAL - Students in all grade levels excluding transitional kindergarten went on a minimum of one field trip.
	BUDGETED \$2,765 RS0000 obj 5801	ESTIMATED ACTUAL \$ 7,000 RS0000 obj 5801
Expenditures		

Action

12

Actions/Services

<p>PLANNED 1l</p> <p>Instructional aides for classroom support will be provided at select grade levels.</p>	<p>ACTUAL</p> <p>Instructional aides were provided at the following grade levels.</p> <ul style="list-style-type: none"> Transitional Kindergarten class: 4.25 hours daily Kindergarten classes 4.25 hours daily First Grade classes: 2 hours daily Certificated Resource Support: 0.25 FTE Resource Aide: 4 hours daily Special Circumstances Instruction Aide: 5.5 hours daily Special Circumstances Instruction Aide: 6.25 hours daily One Third grade class with more than 24 students received two hours daily. Two fourth grade, two fifth grade, and one eighth grade classroom with more than 26 students received two hours daily.
<p>BUDGETED</p> <p>Instructional aides – \$31,879 - Supp</p> <p>Contribute funding to REAP - \$21,076 - LCFF-Supp</p>	<p>ESTIMATED ACTUAL</p> <p>Instructional aides – \$22,029 - Supp</p> <p>Contribute funding to REAP - \$22,317 - LCFF-Supp</p>

Expenditures

Action

13

Actions/Services

<p>PLANNED 1m</p> <p>Support provided to teachers of ELs by EL Coord.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> EL Coordinator provided support to classroom teachers that have identified EL students.
<p>BUDGETED</p> <p>ELD Coord/Service provider \$2,030 as listed above LCFF/supp</p>	<p>ESTIMATED ACTUAL</p> <p>ELD Coord/Service provider \$2,276as listed above LCFF/supp</p>

Expenditures

Actions/Services

<p>PLANNED 1n</p> <p>Bandwidth will be increased to support multiple classrooms using Google Apps at the same time.</p> <p>Computer to student ratio of 1 computer for every 2 students in grades 3-8 and 1 computer for every 3 students in grades TK-2 will be maintained.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> Bandwidth was increased and multiple classrooms can use Google Apps at the same time. Computer to student ratio was one computer to every two students in grades 2-8 and one computer for every three students in grades TK-1.
<p>BUDGETED LCFF- \$5,000 Resource 0023 and 0228</p>	<p>ESTIMATED ACTUAL LCFF- \$0 Resource 0023 and 0228</p>

Expenditures

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.

In the 2016-2017 school year, Jacoby Creek Staff and Administration implemented 100% of the planned actions.

A big focus of the year was improved communication with families. The Newsletter, Website, and Facebook page were all kept up to date in order to facilitate parent awareness and engagement.

Maintaining a rigorous academic program aligned with Common Core Standards is the cornerstone of our school. Students in need of additional support in order to be successful academically were offered a variety of supports including cross age tutors, after school study hall and homework club, socioemotional support from the counselor, and opportunities to participate in extracurricular activities and enrichment activities.

While the overall attendance rate rose slightly this year, there is

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.

still the need for more intervention with students that are chronically absent from school.

The California School Dashboard indicates that we met the highest performance level in mathematics and English Language Arts when looking at the performance of all students. In English Language Arts, all students scored in the “green” (high) and “blue” (very high) achievement levels. In mathematics all students, excluding socio-economically disadvantaged, scored in the “green” and “blue” achievement levels. This indicates that, other than needing to address the achievement gap of the socio-economically disadvantaged students in mathematics, the actions and services have been effective.

- 1.2 A Transitional Kindergarten class was added in 2016-2017 which increased amount expended for teacher’s salaries/benefits. Classified aide support was also added. .
- 1.3 ELA textbooks have not yet been adopted. Adoption will occur between June and July of 2016.
- 1.5 There was increase in contracted services due to contracting speech services rather than hiring a JCS employee.
- 1.8 A new to service teacher was hired that was not anticipated when LCAP was submitted which increased BTSA Support expenditures. BTSA costs were also raised.
- 1.9 Counseling services were increased from a 0.2 to a 0.4 FTE but increase in cost was small. The counselor in 2015-2016 was certificated and at the top of the salary schedule. The 2016-2017 counselor is classified and started at the beginning of the salary schedule. The PIP aide expenditures were increased because more of an increase in time for the position.
- 1.11 Fieldtrips were under budgeted in 2016-2017.

1.12 The district budgeted for three instructional aides that we did not hire.
 1.14 JCS contract technology services from Northern Humboldt. Bandwidth increase was provided free of charge.

Action 1e has been modified in the 2017-2018 LCAP in order to address the achievement gap in mathematics between all students and socio-economically disadvantaged students.

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.

Goal 2 JCS will be a safe, healthy, and inclusive environment for learning.

State and/or Local Priorities Addressed by this goal: STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL N/A

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Metric
 1.1 Parent stakeholder survey data and student contact data surrounding student behavior.
 1.2 CHKS survey data
 1.3 Parent focus group data (via site council) and student stakeholder focus

ACTUAL

1.1 MET: Parent response to the question "Does your child feel safe at school?" reflected a 2.5 % increase in the ALWAYS or MOST OF THE TIME response from the 94% in the 2015-2016 to 96.5% in the 2016-2017 survey.

Parent Survey	% Always or Most of the time
2015-2016	94%

group data

1.4 Suspension/expulsion data indicate very low rates of both: 2012-2013: 0.02% suspensions, 0% expulsions, 2013-2014: 1.1% suspensions, .02% expulsions. 2014-2015 0.02% suspensions, 0% expulsions.

2.1 FIT data Annual Facility Inspection Tool

2.2 JPA Risk Management Report, Inspection conducted by JPA

2.3 Review of facility maintenance and repair invoices

3. Updated wellness policy

4. Financial records for cafeteria

5. Parent attendance, including parents of students with disabilities, at Back to School Night and Parent/Teacher Conferences.

6. Financial records from fundraisers.

7. Number of parents attending decision making meetings.

Outcome--Action corresponding with each outcome is in bold

1.1 Parent response to the question "Does your child feel safe at school?" will reflect a 2% increase in the ALWAYS or MOST OF THE TIME response from the 94% in the 2015-2016 survey. Baseline for student contact data will be established using student contact log. **2a-2c, 2e**

1.2 CHKS results will indicate that 93% of fifth grade students feel safe at school all or most of the time and 99% of seventh grade students will report that they feel between, neither safe nor unsafe, and very safe at school. **2a-2c, 2e**

1.3 Playground/recess behavior data shows decreased incidents **2a-2c, 2e**

1.4 Maintain low rates of suspensions and expulsions less than 1% **2. a-2c, 2e**

2.1 Results indicate the school receives a rating of "good" on the FIT report. **2d**

2016-2017	96.5%
% Increase	2.5%

Baseline for student contact data was established using student contact log. **2a-2c, 2e**

Principal Contact 2016-2017	Average MONTHLY Contact for Discipline Primary (TK-3) 4 students Middle (4-6) 6 students Upper (7-8) 2 students
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1.2 MET FOR 7TH GRADE/NOT MET FOR 5TH GRADE 2a-2c, 2e.

For the 2015-2016 school year, both 5th and 7th took the Healthy Kids Survey. For the 2016-2017 school year, administration created the survey and called it Jacoby Creek Healthy Kids Survey.

Grade 5	% All or Most of the time
2015-2016	93%
2016-2017	84%
% Decrease	9%

Grade 7	% between neither safe nor unsafe-very safe
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2.2 Risk Management Report finds only minor safety issues. **2d**

3. Recommendations of Wellness Committee (Site Council) adopted by Board, implemented. Policy reviewed annually. **2f**

4. All students have access to high quality and nutritious food from JCS cafeteria program. **2g**

5. Numbers of families, including those parents of students with disabilities, attending at Back to School Night and Parent/Teacher Conferences are monitored to establish baseline of students that are represented by a parent at each of these events. **2h**

6. Financial records from fundraisers indicate PTO and JCCEF have met target goals. **2i**

7. Administration, teachers, and support staff maintain high levels of parent communication. **2j**

7.1 Administration and LCAP Advisory Committee (School Site Council) receive a response rate of 150 parents on surveys and 10% of families are involved in LCAP advisory focus groups.

2015-2016	93%
2016-2017	100%
% Increase	7% Increase

Jacoby Creek Healthy Kids Survey 2016-2017	% All or Most of the Time Feel Safe
Grade 3	91.11%
Grade 4	77.08%
Grade 6	84.31%
Grade 8	94.5 %

1.3 MET BASELINE ESTABLISHED: 2a-2c, 2e

This year we developed a baseline for tracking playground behavior incidents. We have defined "incident" as verbal or physical aggression on the playground that is reported by the yard supervisor to the classroom teacher or that the classroom teacher observes.

Playground Incidents	Average # monthly
2016-2017	38

1.4 MET: Maintained low rates of suspensions and expulsions less than 1% 2. a-2c, 2e

As of 4/1/17, one student received a ½ day suspension and no students were expelled.

2.1 MET: Results indicate the school received a rating of "good" on the FIT report. 2d

2.2 MET: Risk Management Report found only minor safety issues. **2d**

3. MET: Recommendations of Wellness Committee (Site Council) were adopted by Board and implemented. Policy reviewed annually. **2f**
The School Site Council reviewed and adopted the Board policy. The Site Council also wrote a Wellness Philosophy be included in the handbook for parents and students.

4. MET: All students had access to high quality and nutritious food from JCS cafeteria program. **2g**

5. MET and NOT MET: Numbers of families, including those parents of students with disabilities, attending at Back to School Night and Parent/Teacher Conferences are monitored to establish baseline of students that are represented by a parent at each of these events. The district did not count attendance at Back to School Night. **2h**

Back to School Night	Fall Conferences	Spring Conferences
Not counted	98.4%	97.2%

6. MET: Financial records from fundraisers indicate PTO and JCCEF have met target goals. **2i**

JCCEF Fundraising 2016-2017	Goal	Actual
Panther Pentathlon	55K	70K
Auction	28K	27K (current estimate)

7. MET: Administration, teachers, and support staff maintain high levels of parent communication. **2j**

7.1 MET: Administration and LCAP Advisory Committee (School Site Council) received a response rate of 177 parents on surveys and 10% of families are involved in LCAP advisory focus groups.

2016-2017 Focus Group Attendance	30 parents—10% of families
2016-2017 Survey Responses	177 parent responses

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**

<p>Actions/Services</p>	<p>PLANNED We will continue to use our current social/emotional curriculum to maintain safety. Inform parents at the start of the school year of bullying policies. District PBIS team will work toward full fidelity.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> • Steps to Respect and Second Step was taught in all grade levels by the school counselor or the school counselor aide. • Parents were informed of the school bullying policy. • Our 10 person PBIS leadership team met monthly to lead the school in
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	Jacoby Creek School Handbook will be updated to reflect new positive behavior intervention philosophies.	implementation of PBIS with full fidelity. · JCS Handbook for students and parents was updated to reflect Positive Behavior intervention philosophies.
Expenditures	BUDGETED LCFF- \$2,000 PBIS Training	ESTIMATED ACTUAL LCFF- \$1,700 PBIS Training
	LCFF- \$500 Handbook	LCFF- \$0 Handbook

Action **2**

Actions/Services	PLANNED 2b Safety Plan - ongoing review by School Site Council. Administrator updates disaster plan annually to reflect staff changes	ACTUAL · School Site Council reviewed the JCS safety plan in October 2016 · Principal updated disaster plan to reflect staff changes. Plan was reviewed with the entire staff. Drills were conducted monthly to prepare for fire, earthquake, tsunami, and lock down scenarios.
	Expenditures BUDGETED \$0	ESTIMATED ACTUAL \$0

Action **3**

Actions/Services	PLANNED 2c Review playground staffing, methods, alternatives, and literature to ensure that best practices are implemented. Yard duty supervisors will have inservice on Positive Behavior Intervention Strategies and continue offering yard duty paid time for communication with teachers regarding student	ACTUAL · Considerable effort was placed on ensuring that best practices were implemented on the playground. Playground staff received three in-service trainings on best practices and PBIS philosophies. Staff trainings were offered during regularly scheduled work times. · In the spring of 2016, a system of communication from yard duty to teachers regarding student behavior on the playground was implemented. This system was used in the 2016-2017 school year.

	behavior.	
Expenditures	BUDGETED LCFF- \$2,000	ESTIMATED ACTUAL LCFF- \$0

Action **4**

Actions/Services	PLANNED 2d Develop prioritized plan for facilities repair	ACTUAL • The Jacoby Creek School district passed a facilities bond measure in November, 2016. A facilities improvement committee, which includes community representatives, has been established in order to create a prioritized plan for the use of bond money and facilities repair. The district is also seeking state facilities bond money.
Expenditures	BUDGETED Facilities maintenance, prioritized projects \$25,000 - 0230	ESTIMATED ACTUAL \$19,037 RS 0230 OBJ 5631

Action **5**

Actions/Services	PLANNED 2e Maintain staffing of programs, materials, and contracts focused on health and wellness of students including supportive staffing for student social/emotional well being.	ACTUAL Staffing of programs, materials, and contracts, focused on health and wellness of students was maintained or increased. JCS joined the multi-tiered systems of support coalition (MTSS) and receives support for Humboldt County Office of Education for PBIS School counselor time was increased.
Expenditures	BUDGETED Certificated salaries/ benefits for employees focused on health and wellness (PE, counselor/psych) \$48,847 LCF	ESTIMATED ACTUAL Certificated salaries/ benefits for employees focused on health and wellness (PE, counselor/psych) \$52,909 LCF

Classified salaries/ benefits related to safety and wellness (custodial, maintenance, yard duty supervisors, cafeteria.) \$262,773 - LCFF	Classified salaries/ benefits related to safety and wellness (custodial, maintenance, yard duty supervisors, cafeteria.) \$289,298 LCFF
Cost of materials and supplies related to health and wellness (custodial, maintenance, first aid.) \$22,897 - LCFF	Cost of materials and supplies related to health and wellness (custodial, maintenance, first aid.) \$22,897 - LCFF
Cost of contracts/services related to Health and Wellness \$7,000 1193- 81XX-5800 &5631	Cost of contracts/services related to Health and Wellness \$23,736 1193- 81XX-5800 &5631

Action

6

Actions/Services

PLANNED 2f	ACTUAL
Review school wellness policy annually (Site Council). Implement changes if suggested by the Site Council.	<ul style="list-style-type: none"> The School Site Council determined that existing Wellness Board Policy should be re-approved. The School Site Council also worked to write a wellness philosophy document to be included in the 2017-2018 School Handbook for parents and students. The wellness philosophy document focuses on socio emotional wellness, safety, physical health, and environmental health.
BUDGETED \$0	ESTIMATED ACTUAL \$0

Expenditures

Action

7

Actions/Services

PLANNED
2g

Support Cafeteria program to provide high quality food for all students.

ACTUAL

- Transfer from general fund will be made to support cafeteria program.

Month	Number of Lunches Served Monthly
September	1,601
October	1,697
November	1,247
December	1,031
January	1,599
February	1,284

Expenditures

BUDGETED

Transfer to cafeteria (Fund 13)
\$40,297 - LCFF

ESTIMATED ACTUAL

\$35,838-LCFF

Action **8**

Actions/Services

PLANNED
2h

Increase communication and parent education regarding the importance of attending Back to School Night and Parent/Teacher conferences in order to support student academic achievement and social/emotional understanding of the school's philosophies and climate.

ACTUAL

Communication with parents via eblast, the Panther Press, and communication from teacher to parents was consistent.

- 94.8% of students were represented by parents or family members at Back to School Night .
- 98.4% of students were represented by parents or family members at Fall Conferences.
- 97.2% of students were represented by parents or family members at Spring Conferences.
- School attendance at Back to School Night was a topic of discussion at Focus Group meeting s. Ideas for increasing attendance for the 2017-2018 school year were generated.

Expenditures

BUDGETED \$0	ESTIMATED ACTUAL \$0 Admin time—newsletter and website
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Action

9

Actions/Services

PLANNED 2i Offer administrative support of PTO and JCCEF. Continue pep rallies and spirit days to support fundraising efforts. Accommodate unduplicated in attending fundraising events that require a purchase of a ticket.	ACTUAL <ul style="list-style-type: none"> Principal attended monthly PTO and JCCEF meetings and events. Pep Rallies were held each trimester. Spirit days to support fundraising were held in October. Accommodations were made to support unduplicated students and parents in participating in fundraising events. PTO provided free tickets to the carnival, snacks were given free of cost at the family movie day, and parents were given tickets to evening fundraising event.
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Expenditures

BUDGETED \$0	ESTIMATED ACTUAL \$0
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Action

10

Actions/Services

PLANNED 2j Principal will send out a monthly newsletter, the Panther Press, to keep families informed about school events and issues. Principal will invite families to once monthly Coffee with the Principal to encourage informal conversation. Administration will keep JCS website up to date. Administration and LCAP Advisory Committee (School Site Council) send a parent survey and facilitate focus groups to solicit input for LCAP.	ACTUAL <ul style="list-style-type: none"> School Newsletter was sent via Eblast monthly to parents. It was also posted on the school website. Principal hosted a once monthly Coffee with the Principal. JCS website (jcsk8.org) was kept up to date by principal and school technology coordinator. Principal and school site council sent a parent survey and facilitated four focus groups to solicit input for the LCAP.
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Expenditures

BUDGETED LCFF-\$200	ESTIMATED ACTUAL \$200 Admin time—newsletter and website LCFF
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ANALYSIS

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

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

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

The Jacoby creek staff and administration all of the planned actions and services in Goal #2, excluding developing a prioritized plan for facilities repair.

Continued use of PBIS was a focus this school year. The PBIS leadership team worked with the staff to continue working toward full fidelity implementation. Flow charts to respond to student behaviors were created. Yard duty staff had multiple inservices on how to be effective in supervising students and resolving conflicts. Restorative circles were implemented. The handbook was updated to reflect these philosophies. The School Site Council worked with the staff on examining our wellness philosophies. JCS considers the following components in addressing wellness: social and emotional wellness, nutrition, safety, physical health, and environmental health. The handbook for students and parents will be updated to reflect the conversations that SSC facilitated this year.

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

In November of 2016, the district passed Measure K, a 2.7 million dollar facilities bond. With the addition of these funds, a facilities improvement committee was formed. This group is working to develop the prioritized plan for facilities repair, but the plan is not complete.

The climate of the school is less punitive as a result of PBIS. Students are encouraged to be safe, respectful, and responsible with positive feedback. Students receive pro-active instruction on expected behaviors and pro-social instruction is happening in every classroom. We are working to improve our systems of data collection for quantitative comparison on discipline.

Parent survey results and Focus Group conversations indicate that most students feel safe at Jacoby Creek School.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

2.1 It was decided to provide the school handbook digitally unless parents requested a hard copy. This reduced the printing fee.

2.3 Inservices were provided by principal and student support provider.

2.4 Less was spent on facilities than was anticipated. Some planned repairs were postponed due to passing facilities bond.

2.5 The budget was prepared prior to negotiations and the district planned to pay at the level of the cap. Cost of health and welfare benefits was paid over the cap which increased costs.

2.5 The increased cost in contracted services was due to contracting the services of a Speech and Language Pathologist rather than hiring as an employee of the district.

A Facilities Improvement Committee was formed due to the passing of Measure K, a facilities bond. Action 2d was modified to reflect this change.

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

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Beginning at the start of the school year, stakeholders received information regarding LCAP through Board Meetings, staff meetings, School Site Council meetings, and the monthly newsletter. The district also hosted three focus group meetings and sent surveys to parents and students in grades three through eight. 177 parents responded to the survey and all students in grades 3-8 responded.

Board Meetings were held on 9/7/16, 10/6/16, 11/3/16, 12/1/16, 1/9/17, and 2/13/17.

September: Board members, members of the public, and staff members attended. Summary of LCAP goal, actions, metric, and expected outcomes was provided. Testing coordinator reported out on CAASSP scores from the spring of 2016. 18 attendees

October: Board members, members of the public, and staff members attended. Summary of LCAP goal, actions, metric, and expected outcomes was provided. Attendance rate report was given. 13 attendees

November: Board members, members of the public, and staff members attended. Summary of LCAP goal, actions, metric, and expected outcomes was provided. Enrollment and attendance rate report was given and progress on Proposition 39 was shared. 18 attendees

December: Board members, members of the public, and staff members attended. Summary of LCAP goal, actions, metric, and expected outcomes was provided. Enrollment and attendance rate report was given. 16 attendees

January: Board members, members of the public, and staff members attended. Summary of LCAP goal, actions, metric, and expected outcomes was provided. Enrollment and attendance rate report was given. Information regarding the district's plans for using bond money for facilities improvement was shared. 14 attendees

February: Board members, members of the public, and staff members attended. Summary of LCAP goal, actions, metric, and expected outcomes was provided. Enrollment and attendance rate report was given. Continued discussion surrounding facilities improvement using bond money. 14 attendees

March: Board members, members of the public, and staff members attended. Summary of LCAP goal, actions, metric, and expected outcomes was provided. Enrollment and attendance rate report was given. Continued discussion surrounding facilities improvement using bond money. 10 attendees

Focus Group Meetings: Focus Group Meetings were held on 11/30/16, 1/11/17, and 2/27/17.

11/30/16 from 6:30-8:30 p.m. : Goal One: Student Achievement—11 attendees

Principal and two School Site Council members hosted focus group in order to provide and annual update and solicit stakeholder input surrounding increasing student achievement.

1/11/17 from 6:30-8:30 p.m. : Goal 2: Safe, Healthy and Inclusive School Climate—13 attendees

Principal and two School Site Council members hosted focus group in order to provide and annual update and solicit stakeholder input surrounding school climate. 2/27/17 from 8:00-9:00 a.m. : LCAP Focus Group—6 attendees

Principal hosted a morning focus group in order to provide annual update and solicit stakeholder feedback on LCAP. Students in grades 3-8 were given a survey to measure their perception of school climate.

School Site Council Meetings: The School Site Council met on 9/13/, 10/18/16, 11/8/16, 12/13/16, 1/10/17, 2/14/17, 3/7/17

The SSC consists of the principal, three certificated staff members, one classified staff member, and five parent members. The SSC serves as the LCAP Advisory Committee.

Staff Meetings: Staff Meetings were held on 9/7/16, 10/5/16, 11/2/16, 12/7/16, 1/4/17, 2/1/17, 3/1/17, and 4/5/17.

Certificated and classified staff members along with the certificated and classified union representative are required to attend all staff meetings, barring illness. LCAP update and input for future are on the agenda of each staff meeting.

IMPACT ON LCAP AND ANNUAL UPDATE

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

Consultation with stakeholders offered excellent feedback for both the current year and the upcoming year.

Parent surveys and focus groups offered feedback about what is going well at Jacoby Creek and should not be changed. Parents offered suggestions on how staff could better support parents in understanding the Common Core curriculum and how to use technology that is needed for them to support their children's school work. Additional action to offer forums at school to discuss relevant parenting topics was added to the LCAP as a result of Focus Group discussion and suggestions.

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.

	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
<u>Goal 1</u>	Increase Student Achievement		

State and/or Local Priorities Addressed by this goal:

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

Identified Need

In the spring of 2016, students at Jacoby Creek scored 54.1 points above the “meeting the grade level standard” in English Language Arts. This was an 11.4 points increase from the previous year. This performance and growth is at the highest performance level. All subgroups performed above the level for meeting the grade level standard. Jacoby Creek School needs to maintain level of performance.

In the spring of 2016, students at Jacoby Creek scored 36.3 points above the meeting the grade level standards in Mathematics. This was a 5.3 points increase from the previous year. While the overall students’ results met the highest performance and growth level, socio-economically disadvantaged students scored 9.8 points below the meeting the grade level standards.

In the spring of 2016, 77% of students met or exceeded ELA standards on CAASPP Assessments and 70% of students met or exceeded Mathematics standards. Achievement levels were substantially higher than the average county and state scores.

There continues to be an achievement gap for students that are low socio-economic status. Spring of 2015 CAASPP result indicate that of the 43 low SES students tested 22 students or 49% did not meet the standard in ELA. Of the 242 non low SES, 48 or 19% of students did not meet the standard in ELA. In Mathematics of the 43 low SES students tested 18 or 4 did not meet the standard. Of the 242 non low SES students, 70 students or 29% did not meet the standard.

2015 CAASPP result indicate that of the 43 low SES students tested 22 students or 49% did not meet the

standard in ELA. Of the 242 non low SES, 48 or 19% of students did not meet the standard in ELA. In Mathematics of the 43 low SES students tested 18 or 4 did not meet the standard. Of the 242 non low SES students, 70 students or 29% did not meet the standard.

Academic achievement is one of the founding principles of the school. Responses from parent survey data indicated that of the 177 respondents 93.14% of parents feel that their child's academic needs are being met at school and 87% indicated that they feel that the teachers set high, but appropriately achievable academic goals for their child.

Next Generation Science Standards need to be implemented. Textbooks projected to be available in 2018. New CCSS aligned ELA instructional material will be adopted.

All students, including students in special education, English Learners, and children who are fostered or low SES have access and are enrolled in all required areas of study (CCSS) per Ed. Code 51210 and 51220. Supports and programs (ELD) are in place to assure they are able to gain academic content knowledge and English language proficient.

Jacoby Creek School District have very few English Learners (EL's) (currently 4) so we don't have valid longitudinal data due to small sample size. We will continue to track their progress closely.

EXPECTED ANNUAL MEASURABLE OUTCOMES—Corresponding actions are listed in bold in the Metric column.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Metric Performance on CAASPP in Math and Language Arts: ALL STUDENTS % MEETING OR EXCEEDING STANDARD 1a	Math: 70% Met or exceeded Dashboard Performance Level: Blue 36.3 points above Level 3 ELA: 72% Met or Exceeded Dashboard Performance Level: Blue 54.1 points above Level 3	Math: 70% Met or exceeded Dashboard Performance Level: Blue Maintain 36.3 points above level 3 ELA: 70% Met or exceeded Dashboard Performance Level: Blue Maintain 54.1 points above level 3	Math: 70% Met or exceeded Dashboard Performance Level: Blue Maintain 36.3 points above level 3 ELA: 70% Met or exceeded Dashboard Performance Level: Blue Maintain 54.1 points above level 3	Math: 70% Met or exceeded Dashboard Performance Level: Blue Maintain 36.3 points above level 3 ELA: 70% Met or exceeded Dashboard Performance Level: Blue Maintain 54.1 points above level 3
Metric Performance on CAASPP in Math and Language Arts: SOCIO-ECONOMIC DISADVANTAGED % MEETING OR EXCEEDING STANDARD	Math: 51% Met or exceeded Dashboard Performance Level: Orange 9.8 points below level 3 (low)	Math: 55% Met or exceeded Dashboard Performance Level: Green Increase 4.8 points	Math: 57% Met or exceeded Dashboard Performance Level: Green Increase 2.5 points	Math: 59% Met or exceeded Dashboard Performance Level: Green Increase 2.5 points

1e, 1i				
Metric Academic performance indicator (API) score.	No longer calculated by the state	No longer calculated by the state	No longer calculated by the state	No longer calculated by the state
Metric Classroom Assessment 1a, 1b, 1d	Local indicators show that 89.5% of K-8 students are meeting classroom math expectations. Local indicators show that 86.6% of K-6 students are meeting classroom reading expectations. Local indicators show that 83.8% of K-6 students are meeting classroom writing expectation. Local indicators show that 92% of 7-8 grade students are meeting classroom ELA expectations.	Local indicators show that 90% of K-8 students are meeting classroom math expectations. Local indicators show that 90% of K-6 students are meeting classroom reading expectations. Local indicators show that 85% of K-6 students are meeting classroom writing expectation. Local indicators show that 93% of 7-8 grade students are meeting classroom ELA expectations.	Local indicators show that 91% of K-8 students are meeting classroom math expectations. Local indicators show that 91% of K-6 students are meeting classroom reading expectations. Local indicators show that 86 of K-6 students are meeting classroom writing expectation. Local indicators show that 94% of 7-8 grade students are meeting classroom ELA expectations.	Local indicators show that 91% of K-8 students are meeting classroom math expectations. Local indicators show that 91% of K-6 students are meeting classroom reading expectations. Local indicators show that 86 of K-6 students are meeting classroom writing expectation. Local indicators show that 94% of 7-8 grade students are meeting classroom ELA expectations.
Metric Other student outcomes. Participation numbers of student achievement in performance tasks and project-based learning opportunities (such as district and county-wide History Day, Science Fair, Math Counts, service-learning, Oral Language Fair, and the Spelling Bee); and other indicators of student performance such as physical fitness tests, DIBELS assessment and	History Day: 83 Projects; 25 County Science Fair: 113 Projects; 24 County Mathcounts: 11 Service Learning: 11 Classroom Projects Oral Language Fair: 81 students Athletics: 222 participants Academic Support Classes: 97 Physical Fitness Test Results: 50% met 6/6 standards 3/3 English Learners reclassified as FEP. 6 initial tests were given and 2 were FEP. Student Study Team Meetings: 13 DIBELS Screening: All students K-3 are screened annually •	Participation rates remain at high levels. If participation levels drop 5% or more in a year an action will address the drop. SST meetings will be held for all students when requested by teacher or parent.	Participation rates remain at high levels. If participation levels drop 5% or more in a year an action will address the drop. SST meetings will be held for all students when requested by teacher or parent.	Participation rates remain at high levels. If participation levels drop 5% or more in a year an action will address the drop. SST meetings will be held for all students when requested by teacher or parent.

<p>CELDT testing. 1a, 1d, 1i</p>				
<p>Metric CALPADS data Teacher Assignments 1b, 1i</p>	<p>100% of teachers and paraprofessionals are classified as highly qualified. No teacher misassignment</p>	<p>100% of teachers and paraprofessionals are classified as highly qualified. No teacher misassignment</p>	<p>100% of teachers and paraprofessionals are classified as highly qualified. No teacher misassignment</p>	<p>100% of teachers and paraprofessionals are classified as highly qualified. No teacher misassignment</p>
<p>Metric Financial records for staffing Teacher Aide Assignments 1k</p>	<p>Teachers aides in TK, K, and First Grade Class Size Overage Aides: Two fourth grade classrooms, two fifth grade classrooms, one third grade classroom.</p>	<p>Students in TK,, kindergarten, first grade have the support of a classroom aide. Second and third grade classrooms with more than 24 students and fourth-eighth grade classrooms with more than 26 students have the support of a classroom aide.</p>	<p>Students in TK,, kindergarten, first grade have the support of a classroom aide. Second and third grade classrooms with more than 24 students and fourth-eighth grade classrooms with more than 26 students have the support of a classroom aide.</p>	<p>Students in TK,, kindergarten, first grade have the support of a classroom aide. Second and third grade classrooms with more than 24 students and fourth-eighth grade classrooms with more than 26 students have the support of a classroom aide.</p>
<p>Metric Standards-aligned instructional resources and materials inventories and purchase records, annual board resolution of sufficiency of materials. 1c</p>	<p>All students have access to appropriate standards aligned instructional materials. ELA/ELD instructional materials aligned with Common Core adopted in Spring 2017.</p>	<p>All students have access to appropriate standards aligned instructional materials. NGSS curriculum previewed for possible adoption if available.</p>	<p>All students have access to appropriate standards aligned instructional materials. NGSS curriculum previewed for possible adoption if available.</p>	<p>All students have access to appropriate standards aligned instructional materials. NGSS curriculum purchased available.</p>
<p>Metric Professional development agendas, release day data, and roll-sheets 1e</p>	<p>100% of teaching staff attended at least professional one development opportunity related to CCSS, technology integration, CAASPP, NGSS, OR participated in a release day to articulate CCSS with grade level team.</p>	<p>100% of teaching staff will attend at least professional one development opportunity related to CCSS, technology integration, CAASPP, NGSS, OR participated in a release day to articulate implementation of new ELA/ELD curriculum with grade level team.</p>	<p>100% of teaching staff will attend at least professional one development opportunity related to CCSS, technology integration, CAASPP, NGSS, OR participated in a release day to articulate NGSS with grade level team.</p>	<p>100% of teaching staff will attend at least professional one development opportunity related to CCSS, technology integration, CAASPP, NGSS, OR participated in a release day to articulate NGSS with grade level team.</p>
<p>Metric BTSA paperwork 1h</p>	<p>All teachers new to the profession will participate in an induction program with an experienced JCS mentor.</p>	<p>All teachers new to the profession will participate in an induction program with an experienced JCS mentor.</p>	<p>All teachers new to the profession will participate in an induction program with an experienced JCS mentor.</p>	<p>All teachers new to the profession will participate in an induction program with an experienced JCS mentor.</p>

<p>Metric Parent and student survey data 1d</p>	<p>93.22% of the 177 parent survey respondents reported that their child's academic needs are being met at school always or most of the time at school.</p> <p>72.7% of third through sixth grade students report that students at Jacoby Creek School are motivated to learn most or all of the time.</p> <p>86.79% of seventh and eighth graders report that they either agree or strongly agree to the statement, "I try hard to make sure that I am good at my school work."</p>	<p>95% of parents surveyed will report that their child's academic needs are being met at school always or most of the time at school.</p> <p>76% of third through sixth grade surveyed students will report that students at Jacoby Creek School are motivated to learn most or all of the time.</p> <p>90% of seventh and eighth graders surveyed will report that they either agree or strongly agree to the statement, "I try hard to make sure that I am good at my school work."</p>	<p>95% of parents surveyed will report that their child's academic needs are being met at school always or most of the time at school.</p> <p>80% of third through sixth grade students surveyed will report that students at Jacoby Creek School are motivated to learn most or all of the time.</p> <p>92% of seventh and eighth graders surveyed will report that they either agree or strongly agree to the statement, "I try hard to make sure that I am good at my school work."</p>	<p>95% of parents surveyed will report that their child's academic needs are being met at school always or most of the time at school.</p> <p>85% of third through sixth grade students surveyed will report that students at Jacoby Creek School are motivated to learn most or all of the time.</p> <p>94% of seventh and eighth graders surveyed will report that they either agree or strongly agree to the statement, "I try hard to make sure that I am good at my school work."</p>
<p>Metric Contact log-EL Coordinator and teachers of EL students CELDT scores EL reclassification rate 1g, 1i</p>	<p>EL Coordinator meets with teachers of EL students a minimum of three times annually to ensure access to state standards and the ELD standards for ELs.</p> <p>A total of 9 students were tested. 3 students were tested for a second year in a row. All three students moved to FEP this year. 6 students were initially tested. 2 students tested FEP. 4 students are still classified as EL's and will be re-tested.</p>	<p>EL Coordinator meets with teachers of EL students a minimum of three times annually to ensure access to state standards and the ELD standards for ELs.</p> <p>Anticipate reclassification for all in 2017-2018.</p>	<p>EL Coordinator meets with teachers of EL students a minimum of three times annually to ensure access to state standards and the ELD standards for ELs.</p> <p>Anticipate reclassification for students new to JCS previous year.</p>	<p>EL Coordinator meets with teachers of EL students a minimum of three times annually to ensure access to state standards and the ELD standards for ELs.</p> <p>Anticipate reclassification in 2019-2020.</p>
<p>Metric Attendance data:</p>	<p>2015-2016 District Attendance Rate 94.16%</p>	<p>District Attendance Rate 2017-201 P2 = 94.66%</p>	<p>District Attendance Rate 2018-2019 P2= 95.5%</p>	<p>District Attendance Rate 2018-2019 = 96%</p>

Monitor attendance rate and unexcused absence rate. 1f	2016-2017 P1=96.2% 2016-2017 P2=95.01% Chronic absentee rate in 2016-2017 as 4/1/17=10.5%	Chronic Absentee rate 2017-2018 = 8.5%	Chronic Absentee rate 2018-2019 = 8%	Chronic Absentee rate 2019-2020 = 7.5%
Metric Class schedules for Art, Music, PE, Advanced Math, Math Counts 1b	All students have access to visual and performing arts, PE, and music. 7th and 8th grade students have access to advanced math courses. All students have access to after school enrichment and athletic opportunities.	All students have access to visual and performing arts, PE, and music. 7th and 8th grade students have access to advanced math courses. All students have access to after school enrichment and athletic opportunities.	All students have access to visual and performing arts, PE, and music. 7th and 8th grade students have access to advanced math courses. All students have access to after school enrichment and athletic opportunities.	All students have access to visual and performing arts, PE, and music. 7th and 8th grade students have access to advanced math courses. All students have access to after school enrichment and athletic opportunities.
Metric Computer inventory 1l	One computer for every three students in grades TK-1. One computer for every two students in grades 2-8.	One computer for every three students in grades TK-1. One computer for every two students in grades 2-8.	One computer for every two students in grades TK-1. One computer for every two students in grades 2-6. One computer for every student in grades 7-8.	One computer for every two students in grades TK-1. One computer for every student in grades 2-8.
Metric Parent attendance at IEP meetings Parents of student with disabilities attendance at parent teacher conferences. 1b	Resource teacher and or speech pathologist meet at least three times each school year with parents/guardians of students with disabilities.	Resource teacher and or speech pathologist meet at least three times each school year with parents/guardians of students with disabilities.	Resource teacher and or speech pathologist meet at least three times each school year with parents/guardians of students with disabilities.	Resource teacher and or speech pathologist meet at least three times each school year with parents/guardians of students with disabilities.

PLANNED ACTIONS / SERVICES

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

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged 1a CAASPP results are analyzed to determine areas for growth and growth targets. Formative assessments such as DIBELS, RESULTS, District assessments in mathematics and writing, Interim CAASPP Assessments are used to monitor student achievement and determine areas for growth and growth targets.	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged 1a CAASPP results are analyzed to determine areas for growth and growth targets. Formative assessments such as DIBELS, RESULTS, District assessments in mathematics and writing, Interim CAASPP Assessments are used to monitor student achievement and determine areas for growth and growth targets.	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged 1a CAASPP results are analyzed to determine areas for growth and growth targets. Formative assessments such as DIBELS, RESULTS, SRI, District assessments in mathematics and writing, Interim CAASPP Assessments are used to monitor student achievement and determine areas for growth and growth targets.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$100 Source: LCFF RS 0000 Budget Reference: GL-FN1110-3160 supplies	Amount: \$100 Source: LCFF RS 0000 Budget Reference: GL-FN1110-3160 supplies	Amount: \$100 Source: LCFF RS 0000 Budget Reference: GL-FN1110-3160 supplies

Action **2**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>1b</p> <p>Students will receive support through high quality instructional strategies and materials, differentiated curriculum, and instruction in ELA and math at all grade levels. All students, including students with disabilities will have access to a broad course of study that includes art, music, library, PE, and a variety of enrichment activities. All students will attend at least one off campus field trip each year.</p> <p>In order to make sure students are college and career-ready, common core state standards and Next Generation Science Standards are implemented and there will be opportunities for students to participate in project-based learning and experiences on a classroom, district and county-wide basis</p>	<p>1b</p> <p>Students will receive support through high quality instructional strategies and materials, differentiated curriculum, and instruction in ELA and math at all grade levels. All students, including students with disabilities will have access to a broad course of study that includes art, music, library, PE, and a variety of enrichment activities. All students will attend at least one off campus field trip each year.</p> <p>In order to make sure students are college and career-ready, common core state standards and Next Generation Science Standards are implemented and there will be opportunities for students to participate in project-based learning and experiences on a classroom, district and county-wide basis</p>	<p>1b</p> <p>Students will receive support through high quality instructional strategies and materials, differentiated curriculum, and instruction in ELA and math at all grade levels. All students, including students with disabilities will have access to a broad course of study that includes art, music, library, PE, and a variety of enrichment activities. All students will attend at least one off campus field trip each year.</p> <p>In order to make sure students are college and career-ready, common core state standards and Next Generation Science Standards are implemented and there will be opportunities for students to participate in project-based learning and experiences on a classroom, district and county-wide basis</p>

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount</p> <p>a \$54,341</p> <p>b \$14,056</p> <p>c \$2,400</p> <p>d \$35,409</p>	<p>Amount</p> <p>a \$54,341</p> <p>b \$14,056</p> <p>c \$2,400</p> <p>d \$35,409</p>	<p>Amount</p> <p>a \$54,341</p> <p>b \$14,056</p> <p>c \$2,400</p> <p>d \$35,409</p>

e \$7,739
f \$7,250
g \$9,821
h \$12,502
i \$1,255
j \$51,211
k \$5,505
l \$754
m \$339
n \$52,524
o \$86,878
p \$67,265
q \$850
r \$100,049
s \$168,377
t \$1,888,180

a LCFF, Lottery, Restricted Lottery, Foundation RS 0000,1100, 6300, 9012
b LCFF, Foundation RS 0000, 9012
c LCFF RS 0000
d LCFF RS 0022, 0000
e LCFF RS 0022, 0000
f LCFF RS 0022, 0000
g LCFF RS 0000
h Foundation RS 9012
i Foundation RS 9012
j LCFF, Foundation RS 0000,0202, 9012
k LCFF, Foundation RS 0000,0202, 9012

Source

e \$7,739
f \$7,250
g \$9,821
h \$12,502
i \$1,255
j \$51,211
k \$5,505
l \$754
m \$339
n \$52,524
o \$86,878
p \$67,265
q \$850
r \$100,049
s \$168,377
t \$1,888,180

a LCFF, Lottery, Restricted Lottery, Foundation RS 0000,1100, 6300, 9012
b LCFF, Foundation RS 0000, 9012
c LCFF RS 0000
d LCFF RS 0022, 0000
e LCFF RS 0022, 0000
f LCFF RS 0022, 0000
g LCFF RS 0000
h Foundation RS 9012
i Foundation RS 9012
j LCFF, Foundation RS 0000,0202, 9012
k LCFF, Foundation RS

Source

e \$7,739
f \$7,250
g \$9,821
h \$12,502
i \$1,255
j \$51,211
k \$5,505
l \$754
m \$339
n \$52,524
o \$86,878
p \$67,265
q \$850
r \$100,049
s \$168,377
t \$1,810,452

a LCFF, Lottery, Restricted Lottery, Foundation RS 0000,1100, 6300, 9012
b LCFF, Foundation RS 0000, 9012
c LCFF RS 0000
d LCFF RS 0022, 0000
e LCFF RS 0022, 0000
f LCFF RS 0022, 0000
g LCFF RS 0000
h Foundation RS 9012
i Foundation RS 9012
j LCFF, Foundation RS 0000,0202, 9012
k LCFF, Foundation RS 0000,0202, 9012
l LCFF, Foundation RS 0000,0202,

Source

l LCFF, Foundation RS 0000,0202, 9012
m LCFF, Foundation RS 0000,0202, 9012
n LCFF RS 0221
o Special Education RS 0000, 3310, 3311, 6500, 7690
p Special Education RS 0000, 3310, 3311, 6500
q Special Education RS 0000, 3310, 3311, 6500
r Special Education RS 0000, 3310, 3311, 6500
s Special Education RS 0000, 3310, 3311, 6500
t LCFF, Lottery EPA, Title 1, Title II, REAP
 RS 0000, 0221, 1100, 1400, 3010, 4035, 5820, 7690

a GL-FN 1110-1000 Obj 4310
b Obj 5207 and 5801
c GL-FN 1110-1000 Obj 5805
d GL-FN 1110-2420 Classified Salary/Benefits
e GL-FN 1110-2420 Supplies
f GL-FN 1110-2420 services
g GL-FN 1203-1000 Classified Salary/Benefits
h GL-FN 1227-4100 Classified Salary/Benefits
i GL-FN 1227-4100 supplies
j GL-FN 1228-1000 Certificated

0000,0202, 9012
l LCFF, Foundation RS 0000,0202, 9012
m LCFF, Foundation RS 0000,0202, 9012
n LCFF RS 0221
o Special Education RS 0000, 3310, 3311, 6500, 7690
p Special Education RS 0000, 3310, 3311, 6500
q Special Education RS 0000, 3310, 3311, 6500
r Special Education RS 0000, 3310, 3311, 6500
s Special Education RS 0000, 3310, 3311, 6500
t LCFF, Lottery EPA, Title 1, Title II, REAP
 RS 0000, 0221, 1100, 1400, 3010, 4035, 5820, 7690

a GL-FN 1110-1000 Obj 4310
b Obj 5207 and 5801
c GL-FN 1110-1000 Obj 5805
d GL-FN 1110-2420 Classified Salary/Benefits
e GL-FN 1110-2420 Supplies
f GL-FN 1110-2420 services
g GL-FN 1203-1000 Classified Salary/Benefits
h GL-FN 1227-4100 Classified Salary/Benefits
i GL-FN 1227-4100 supplies
j GL-FN 1228-1000 Certificated

9012
m LCFF, Foundation RS 0000,0202, 9012
n LCFF RS 0221
o Special Education RS 0000, 3310, 3311, 6500, 7690
p Special Education RS 0000, 3310, 3311, 6500
q Special Education RS 0000, 3310, 3311, 6500
r Special Education RS 0000, 3310, 3311, 6500
s Special Education RS 0000, 3310, 3311, 6500
t LCFF, Lottery EPA, Title 1, Title II, REAP
 RS 0000, 0221, 1100, 1400, 3010, 4035, 5820, 7690

a GL-FN 1110-1000 Obj 4310
b Obj 5207 and 5801
c GL-FN 1110-1000 Obj 5805
d GL-FN 1110-2420 Classified Salary/Benefits
e GL-FN 1110-2420 Supplies
f GL-FN 1110-2420 services
g GL-FN 1203-1000 Classified Salary/Benefits
h GL-FN 1227-4100 Classified Salary/Benefits
i GL-FN 1227-4100 supplies
j GL-FN 1228-1000 Certificated

Budget
Reference

Budget
Reference

Budget
Reference

salary/benefits
k GL-FN 1228-1000 Classified salary/benefits
l GL-FN 1228-1000 supplies
m GL-FN 1228-1000 services
n GL-FN 1310-1000 Certificated salary/benefits
o Goal 5xxx Certificated salary/benefits
p Goal 5xxx Classified salary/benefits
q Goal 5xxx supplies
r Goal 5xxx services
s Goal 5xxx Chargeback/Indirect
t GL-FN 1110-1000 Certificated salary/benefits

salary/benefits
k GL-FN 1228-1000 Classified salary/benefits
l GL-FN 1228-1000 supplies
m GL-FN 1228-1000 services
n GL-FN 1310-1000 Certificated salary/benefits
o Goal 5xxx Certificated salary/benefits
p Goal 5xxx Classified salary/benefits
q Goal 5xxx supplies
r Goal 5xxx services
s Goal 5xxx Chargeback/Indirect
t GL-FN 1110-1000 Certificated salary/benefits

salary/benefits
k GL-FN 1228-1000 Classified salary/benefits
l GL-FN 1228-1000 supplies
m GL-FN 1228-1000 services
n GL-FN 1310-1000 Certificated salary/benefits
o Goal 5xxx Certificated salary/benefits
p Goal 5xxx Classified salary/benefits
q Goal 5xxx supplies
r Goal 5xxx services
s Goal 5xxx Chargeback/Indirect
t GL-FN 1110-1000 Certificated salary/benefits

Action **3**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
1c Instructional materials aligned with CCSS are adopted and implemented. NGSS curriculum is developed by teachers 2017-2018.	Instructional materials aligned with CCSS are used in all classes for math and ELA. NGSS curriculum is piloted if available.	Instructional materials aligned with CCSS are used in all classes for math and ELA. NGSS curriculum is adopted if available.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$28,162	Amount: \$28,162	Amount: \$28,162
Source: LCFF, Restricted Lottery, RS 0212, 6300	Source: LCFF, Restricted Lottery, RS 0212, 6300	Source: LCFF, Restricted Lottery, RS 0212, 6300
Budget Reference: Obj 4110 and 4210	Budget Reference: Obj 4110 and 4210	Budget Reference: Obj 4110 and 4210

Action **4**

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

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

OR

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

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

ACTIONS/SERVICES

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

<p>1d</p> <p>Other indicators of student performance (grades, behavior, extracurricular involvement, parent survey results) are monitored each trimester.</p> <p>Students are identified for intervention or other appropriate services as discussed at Student Study Team Meetings. The team determines interventions and/or accommodations needed to assist the student. Possible interventions include: instructional aides, reading specialist, school counselor, after school study hall/homework support as needed.</p>	<p>1d</p> <p>Other indicators of student performance (grades, behavior, extracurricular involvement, parent survey results) are monitored each trimester.</p> <p>Students are identified for intervention or other appropriate services as discussed at Student Study Team Meetings. The team determines interventions and/or accommodations needed to assist the student. Possible interventions include: instructional aides, reading specialist, school counselor, after school study hall/homework support as needed.</p>	<p>1d</p> <p>Other indicators of student performance (grades, behavior, extracurricular involvement, parent survey results) are monitored each trimester.</p> <p>Students are identified for intervention or other appropriate services as discussed at Student Study Team Meetings. The team determines interventions and/or accommodations needed to assist the student. Possible interventions include: instructional aides, reading specialist, school counselor, after school study hall/homework support as needed.</p>
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BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount</p> <p>a \$8,034 b \$25,940 c \$1,700</p>	<p>Amount</p> <p>a \$8,034 b \$25,940 c \$1,700</p>	<p>Amount</p> <p>a \$8,034 b \$25,940 c \$1,700</p>
<p>Source</p> <p>a Afterschool RS 0010, 7690 b Afterschool RS 0010 c Afterschool RS 0010</p>	<p>Source</p> <p>a Afterschool RS 0010, 7690 b Afterschool RS 0010 c Afterschool RS 0010</p>	<p>Source</p> <p>a Afterschool RS 0010, 7690 b Afterschool RS 0010 c Afterschool RS 0010</p>
<p>Budget Reference</p> <p>a GL-FN 8500-5000 Certificated salary/benefits b GL-FN 8500-5000 Classified salary/benefits c GL-FN 8500-5000 supplies</p>	<p>Budget Reference</p> <p>a GL-FN 8500-5000 Certificated salary/benefits b GL-FN 8500-5000 Classified salary/benefits c GL-FN 8500-5000 supplies</p>	<p>Budget Reference</p> <p>a GL-FN 8500-5000 Certificated salary/benefits b GL-FN 8500-5000 Classified salary/benefits c GL-FN 8500-5000 supplies</p>

Action **5**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income
Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)
Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>1e</p> <p>Professional development/release time related to successful implementation of CCSS, instructional technology, NGSS, CAASPP, and/or BTSA.</p> <p>Teachers will be required to use release time to discuss strategies and interventions that will support low SES student achievement and attend inservice.</p> <p>Upon review of CAASPP scores from 2017 professional development and/or release time will be provided to improve student achievement in identified areas.</p>	<p>1e</p> <p>Professional development/release time related to successful implementation of CCSS, instructional technology, NGSS, CAASPP, and/or BTSA.</p> <p>If gap in math achievement for low SES students does not improve an action will be written to hire additional staff to support math intervention.</p> <p>Upon review of CAASPP scores from 2018 professional development and/or release time will be provided to improve student achievement in identified areas.</p>	<p>1e</p> <p>Professional development/release time related to successful implementation of CCSS, instructional technology, NGSS, CAASPP, and/or BTSA.</p>

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount</p> <p>a. Reference Goal 1, Action 2, t b. \$12,755</p>	<p>Amount</p> <p>a. Reference Goal 1, Action 2, t b. \$7,796</p>	<p>Amount</p> <p>a. Reference Goal 1, Action 2, b. \$7,000</p>
<p>Source</p> <p>a. LCFF, Educator b. Effectiveness RS 0000, 6264</p>	<p>Source</p> <p>LCFF 0000</p>	<p>Source</p> <p>LCFF 0000</p>

Budget Reference

a. Reference Goal 1, Action 2, t
b. Obj 5210

Budget Reference

a Reference Goal 1, Action 2, t
b Obj 5210

Budget Reference

a Reference Goal 1, Action 2, t
b Obj 5210

Action **6**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>1f Encouragement of good school attendance continues via providing parents information in the school newsletter, handbook, and at parent teacher conferences. Encouragement of use of independent study option for prolonged absences. Principal will communicate directly with families of students that demonstrate a trend toward chronic absenteeism. Contact with families of chronically absent students will be biweekly.</p>	<p>1e Encouragement of good school attendance continues via providing parents information in the school newsletter, handbook, and at parent teacher conferences. Encouragement of use of independent study option for prolonged absences. Principal will communicate directly with families of students that demonstrate a trend toward chronic absenteeism. Contact with families of chronically absent students will be biweekly.</p>	<p>1e Encouragement of good school attendance continues via providing parents information in the school newsletter, handbook, and at parent teacher conferences. Encouragement of use of independent study option for prolonged absences. Principal will communicate directly with families of students that demonstrate a trend toward chronic absenteeism. Contact with families of chronically absent students will be biweekly.</p>

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$125,579	Amount \$125,579	Amount \$125,579

Source	LCFF RS0000, 7690	Source	LCFF RS0000, 7690	Source	LCFF RS0000, 7690
Budget Reference	GL-FN 1110-2700 Certificated salary/benefits	Budget Reference	GL-FN 1110-2700 Certificated salary/benefits	Budget Reference	GL-FN 1110-2700 Certificated salary/benefits

Action **7**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>1g Support provided to teachers of ELs by EL Coordinator- Consult with classroom teachers to ensure access to the SS and ELD standards for ELs</p> <p>CELDT scores and other assessments are reviewed to assess placement and growth of ELs.</p> <p>If EL students are not making growth after a year, an SST meeting is held to determine additional services needed. If an EL student does not show growth over 2 years, then outside consultation is sought.</p>	<p>1g Support provided to teachers of ELs by EL Coordinator- Consult with classroom teachers to ensure access to the SS and ELD standards for ELs</p> <p>CELDT scores and other assessments are reviewed to assess placement and growth of ELs.</p> <p>If EL students are not making growth after a year, an SST meeting is held to determine additional services needed. If an EL student does not show growth over 2 years, then</p>	<p>1g Support provided to teachers of ELs by EL Coordinator- Consult with classroom teachers to ensure access to the SS and ELD standards for ELs</p> <p>CELDT scores and other assessments are reviewed to assess placement and growth of ELs.</p> <p>If EL students are not making growth after a year, an SST meeting is held to determine additional services needed. If an EL student does not show growth over 2 years, then outside consultation is sought.</p>

outside consultation is sought.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$1,979	Amount: \$1,979	Amount: \$1,979
Source: Supp/Conc	Source: Supp/Conc	Source: Supp/Conc
Budget Reference: Obj 1105, 3xxx Certificated salary/benefits	Budget Reference: Obj 1105, 3xxx Certificated salary/benefits	Budget Reference: Obj 1105, 3xxx Certificated salary/benefits

Action **8**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
1h Teacher induction program (BTSA) for new-to-service teachers if applicable.	Teacher induction program (BTSA) for new-to-service teachers if applicable.	Teacher induction program (BTSA) for new-to-service teachers if applicable.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
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Amount	\$6,600	Amount	\$3,300	Amount	\$0
Source	LCFF RS 0000	Source	LCFF RS 0000	Source	LCFF RS 0000
Budget Reference	GL-FN 1110-1000 Obj 5800	Budget Reference	GL-FN 1110-1000 Obj 5800	Budget Reference	GL-FN 1110-1000 Obj 5800

Action **9**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>1i Maintain student support services (counseling aide, reading specialist, school counselor, intervention services, instructional aides in TK and K).</p> <p>Low income students are monitored to insure they are provided with necessary academic support.</p>	<p>1i Maintain student support services (counseling aide, reading specialist, school counselor, intervention services, instructional aides in TK and K).</p> <p>Low income students are monitored to insure they are provided with necessary academic support. If achievement gap for low SES math performance is not improving, additional staff will be hired to provide intervention.</p>	<p>1i Maintain student support services (counseling aide, reading specialist., school counselor, intervention services, instructional aides in TK and K) if budget allows.</p> <p>Low income students are monitored to insure they are provided with necessary academic support.</p>

BUDGETED EXPENDITURES

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>1j After school daycare will be provided as needed for families of unduplicated students.</p> <p>After-school academic and support and enrichment classes will be provided free of charge for students qualifying for free lunch and at a reduced rate for student qualifying for reduced lunch.</p> <p>Transportation to and from school will be provided for student living in the district boundaries.</p>	<p>1j After school daycare will be provided as needed for families of unduplicated students.</p> <p>After-school academic and support and enrichment classes will be provided free of charge for students qualifying for free lunch and at a reduced rate for student qualifying for reduced lunch.</p> <p>Transportation to and from school will be provided for student living in the district boundaries.</p>	<p>1j After school daycare will be provided as needed for families of unduplicated students.</p> <p>After-school academic and support and enrichment classes will be provided free of charge for students qualifying for free lunch and at a reduced rate for student qualifying for reduced lunch.</p> <p>Transportation to and from school will be provided for student living in the district boundaries.</p>

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount</p> <p>a \$6,570 b \$7,116</p>	<p>Amount</p> <p>a \$6,570 b \$7,116</p>	<p>Amount</p> <p>a \$6,570 b \$7,116</p>
<p>Source</p> <p>a Supp/ Conc b Supp/ Conc</p>	<p>Source</p> <p>a Supp/ Conc b Supp/ Conc</p>	<p>Source</p> <p>a Supp/ Conc b Supp/ Conc</p>
<p>Budget Reference</p> <p>a RS 0011, Obj 8980 b RS 0010, Obj 8980</p>	<p>Budget Reference</p> <p>a RS 0011, Obj 8980 b RS 0010, Obj 8980</p>	<p>Budget Reference</p> <p>a RS 0011, Obj 8980 b RS 0010, Obj 8980</p>

Action **11**

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

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

OR

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

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

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

1k Instructional aides for classroom support will be provided at select grade levels.

1k Instructional aides for classroom support will be provided at select grade levels.

1k Instructional aides for classroom support will be provided at select grade levels.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$55,607
Source	LCFF, Lottery RS 0000, 1100
Budget Reference	GL-FN 1110-1000 Classified salary/benefits

Amount	\$55,607
Source	LCFF, Lottery RS 0000, 1100
Budget Reference	GL-FN 1110-1000 Classified salary/benefits

Amount	\$55,607
Source	LCFF, Lottery RS 0000, 1100
Budget Reference	GL-FN 1110-1000 Classified salary/benefits

Action **13**

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

Students to be Served

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

<p>1I Computer to student ratio of 1 computer for every 2 students in grades 2-8 and 1 computer for every three students in grades TK-2 will be maintained or replaced when needed. Necessary computer related supplies will also be provided.</p> <p>Technology instruction with a technology instructor will be provided for all students in grades 3-6 will be provided.</p> <p>Staff and student computers will be maintained by a technology coordinator.</p>	<p>1I Computer to student ratio of: 1 computer for every student in grades 7-8 1 computer for every 2 students in grades 2-6 1 computer for every three students in grades TK-2.</p> <p>Necessary computer related supplies will also be provided.</p> <p>Technology instruction with a technology instructor will be provided for all students in grades 3-6 will be provided.</p> <p>Staff and student computers will be maintained by a technology coordinator.</p>	<p>1I Computer to student ratio of: 1 computer for every student in grades 4-8 1 computer for every two students in grades TK-3.</p> <p>Necessary computer related supplies will also be provided.</p> <p>Technology instruction with a technology instructor will be provided for all students in grades 3-6 will be provided.</p> <p>Staff and student computers will be maintained by a technology coordinator.</p>
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BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	a \$41,561 b \$37,020	Amount	a \$41,561 b \$37,228	Amount	a \$26,561 b \$37,446
Source	a LCFF RS 0000, 0023, 0228 b LCFF RS 0000, 0023, 0228	Source	a LCFF RS 0000, 0023, 0228 b LCFF RS 0000, 0023, 0228	Source	a LCFF RS 0000, 0023, 0228 b LCFF RS 0000, 0023, 0228
Budget Reference	a GL-FN 1133-1000 supplies b GL-FN 1133-1000 services	Budget Reference	a GL-FN 1133-1000 supplies b GL-FN 1133-1000 services	Budget Reference	a GL-FN 1133-1000 supplies b GL-FN 1133-1000 services

New

Modified

Unchanged

Goal 2

JCS will be a safe, healthy, and inclusive environment for learning

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL N/A

Identified Need

Parent survey data indicates that 96.5% of the 177 parent respondents reported that their child feels safe at school. 9.71% of parents reported that their child rarely or sometimes feels safe on the playground. Facilities are maintained in good repair but are aging and are in need of modernization. Yearly needs and priorities need to be established.

Review of facilities maintenance and repair invoices reveal a facility that has increasingly costly and/or complex. JCS passed a 2.7 million dollar facilities bond in November 2016. A Facilities Improvement Committee will be working with School Works, a facilities consultant, to develop a plan for implementation of bond funds and a prioritized list of ongoing maintenance. The district will seek state facilities bond funds.

NEEDS: Three classrooms and all special education spaces are in old modular buildings. Five classrooms do not have access to running water. Our facility needs more restrooms. Three classrooms do not have cooling. Playground facilities are aging.

Wellness policies need to be reviewed on an ongoing basis.

Monthly newsletter and monthly Coffee with the Principal are necessary in order to maintain and improve communication between administration and parents.

Full fidelity implementation of PBIS and updating of discipline policies to reflect positive behavior intervention philosophies.

Increase parent attendance at Back to School Night with better parent education of the importance of the information shared.

Increase parent attendance at parent/teacher conferences.

Continue to provide accommodations for unduplicated students when fundraising dinners or school events require the purchase of tickets.

Donations to the PTO and JCCEF remain at levels currently enjoyed.

In order to improve maintain and improve communication between administration and parents, the principal will distribute a monthly newsletter and meet monthly with parents at a Coffee with the Principal.

School website and Facebook page need to be updated at least twice weekly to remain a current resource for parents and students.

EXPECTED ANNUAL MEASURABLE OUTCOMES—Action that corresponds with each outcome is in bold in Metric column.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p><u>Metric</u> Parent (via site council) and student survey data *CHKS given biannually and local indicator survey given on off years.</p> <p>2a-2c, 2e</p>	<p>96.5% of 177 parents surveyed report that their child feels safe at school ALWAYS or MOST OF THE TIME. 9.71% of parents reported that their child RARELY or SOMETIMES feels safe on the playground. Local survey data indicates that 84% of fifth grade students feel safe at school ALL or MOST OF THE TIME Local survey data indicates that 100% of seventh grade students feel between NEITHER SAFE NOR UNSAFE and VERY SAFE school</p>	<p>97% of parents surveyed will report that their child feels safe at school ALWAYS or MOST OF THE TIME. 8% of parents reported that their child RARELY or SOMETIMES feels safe on the playground. Local survey data indicates that 90% of fifth grade students feel safe at school ALL or MOST OF THE TIME Local survey data indicates that 95% of seventh grade students feel between NEITHER SAFE NOR UNSAFE and VER SAFE school</p>	<p>97% of parents surveyed will report that their child feels safe at school ALWAYS or MOST OF THE TIME. 7% of parents reported that their child RARELY or SOMETIMES feels safe on the playground. Local survey data indicates that 90% of fifth grade students feel safe at school ALL or MOST OF THE TIME Local survey data indicates that 95% of seventh grade students feel between NEITHER SAFE NOR UNSAFE and VER SAFE school</p>	<p>97% of parents surveyed will report that their child feels safe at school ALWAYS or MOST OF THE TIME. 5% of parents reported that their child RARELY or SOMETIMES feels safe on the playground. Local survey data indicates that 90% of fifth grade students feel safe at school ALL or MOST OF THE TIME Local survey data indicates that 95% of seventh grade students feel between NEITHER SAFE NOR UNSAFE and VER SAFE school</p>
<p><u>Metric</u> Staff incident reports 2a-2c, 2e</p>	<p>An average of 38 incidents were reported monthly. 2 students</p>	<p>An average of 30 incidents were reported monthly.</p>	<p>An average of 25 incidents were reported monthly.</p>	<p>An average of 20 incidents were reported monthly.</p>
<p><u>Metric</u> Suspension/expulsion data Middle school drop out rate 2a, 2c, 2e</p>	<p>Expulsion Rate= 0 Suspension rate as of 4/1/17=0.004% 2.5 days of in-house suspension Middle school drop-out rate=0</p>	<p>Maintain low rates of suspensions and expulsion rates less than 0.5% Middle school drop-out rate=0</p>	<p>Maintain low rates of suspensions and expulsion rates less than 0.5% Middle school drop-out rate=0</p>	<p>Maintain low rates of suspensions and expulsion rates less than 0.5% Middle school drop-out rate=0</p>
<p><u>Metric</u> FIT data Annual Facility Inspection Tool</p>	<p>Results indicate that the school receives a rating of good on FIT report</p>	<p>Results indicate that the school receives a rating of good on FIT report</p>	<p>Results indicate that the school receives a rating of good on FIT report</p>	<p>Results indicate that the school receives a rating of good on FIT report</p>

2d				
Metric JPA Risk Management Report, Inspection conducted by JPA	Risk Management Report found only minor safety issues.	Risk Management Report found only minor safety issues.	Risk Management Report found only minor safety issues.	Risk Management Report found only minor safety issues.
2d				
Metric Financial records for cafeteria and participation numbers	All students have access to high quality and nutritious food from JCS cafeteria program.	All students have access to high quality and nutritious food from JCS cafeteria program.	All students have access to high quality and nutritious food from JCS cafeteria program.	All students have access to high quality and nutritious food from JCS cafeteria program.
2g				
Metric Facilities repair prioritization list.	JCS passes a 2.7 million dollar facilities bond in November 2016 Develop a plan for implementation of bond funds and a prioritized list of ongoing maintenance.	Implementation of developed facilities plan for bond money. Continue work on ongoing maintenance project.	Implementation of developed facilities plan for bond money. Continue work on ongoing maintenance project.	Implementation of developed facilities plan for bond money. Continue work on ongoing maintenance project.
Metric Energy Use, per studies done under Prop. 39 funding.	One new array of solar panels has been installed. Lighting retrofit is completed. New roof and additional solar array installed summer of 2017.	Prop 39 grant is fully implemented.	Discontinue action	
Metric Updated wellness policy, safety plan, and disaster plan 2b, 2e, 2f	Recommendations of Wellness Committee (Site Council) adopted by Board, implemented. Policy reviewed annually. A Wellness Philosophy is developed with the staff and the School Site Council and included in Handbook for Students and Parents. Safety plan is reviewed and approved by School Site	Recommendations of Wellness Committee (Site Council) adopted by Board, implemented. Policy reviewed annually. A Wellness Philosophy is updated with the staff and the School Site Council and included in Handbook for Students and Parents. Safety plan is reviewed and approved by School Site Council.	Recommendations of Wellness Committee (Site Council) adopted by Board, implemented. Policy reviewed annually. A Wellness Philosophy is updated with the staff and the School Site Council and included in Handbook for Students and Parents. Safety plan is reviewed and approved by School Site Council.	Recommendations of Wellness Committee (Site Council) adopted by Board, implemented. Policy reviewed annually. A Wellness Philosophy is updated with the staff and the School Site Council and included in Handbook for Students and Parents. Safety plan is reviewed and approved by School Site Council. Disaster plan is updated to reflect

	Council. Disaster plan is updated to reflect staff changes.	Disaster plan is updated to reflect staff changes.	Disaster plan is updated to reflect staff changes.	staff changes.
Metric Parent attendance at Back to School Night and Parent/Teacher Conferences. 2h	94.8% of students were represented at Back to School Night. 98.4% of students were represented at Fall Conferences. 97.2% of students were represented at Spring Conferences.	98% of students represented at Back to School Night. 99% of students represented at Fall Conferences. 99% of students represented at Spring Conferences.	98% of students represented at Back to School Night. 99% of students represented at Fall Conferences. 99% of students represented at Spring Conferences.	98% of students represented at Back to School Night. 99% of students represented at Fall Conferences. 99% of students represented at Spring Conferences.
Metric Financial records from fundraisers. 2i	Annual Panther Pentathlon=\$70,000 Annual Auction: Approximately \$27,000 (Final number still pending as of 4/1/17)	JCEFF meets target goals.	JCEFF meets target goals.	JCEFF meets target goals.
Metric Calendar of Coffee with the Principal Weekly notes from teachers to families Updated teacher websites Panther Press Newsletters Up to date JCS website and Facebook page Eblast records 2j	Principal hosts Coffee with the Principal once monthly. Average of between 4-10 parents attend. Teachers in TK-6 send weekly Tuesday note to families. Seventh and eighth grade teachers maintain up to date classroom websites. Principal sends monthly Panther Press Newsletter. Principal and tech coordinator keep JCS website and digital calendars up to date and maintain a Facebook page. E-blasts are used to keep parents informed of information arising between newsletters.	Principal hosts Coffee with the Principal once monthly. Average of 10 parents attend. Teachers in TK-6 send weekly Tuesday note to families. Seventh and eighth grade teachers maintain up to date classroom websites. Principal sends monthly Panther Press Newsletter. Principal and tech coordinator keep JCS website and digital calendars up to date and maintain a Facebook page. E-blasts are used to keep parents informed of information arising between newsletters.	Principal hosts Coffee with the Principal once monthly. Average of between 10 parents attend. Teachers in TK-6 send weekly Tuesday note to families. Seventh and eighth grade teachers maintain up to date classroom websites. Principal sends monthly Panther Press Newsletter. Principal and tech coordinator keep JCS website and digital calendars up to date and maintain a Facebook page. E-blasts are used to keep parents informed of information arising between newsletters.	Principal hosts Coffee with the Principal once monthly. Average of between 10 parents attend. Teachers in TK-6 send weekly Tuesday note to families. Seventh and eighth grade teachers maintain up to date classroom websites. Principal sends monthly Panther Press Newsletter. Principal and tech coordinator keep JCS website and digital calendars up to date and maintain a Facebook page. E-blasts are used to keep parents informed of information arising between newsletters.
Metric Number of parents attending decision making meeting and survey response rates. 2j	10% of families attended LCAP Focus Group Meetings.(3 meeting were hosted.) 177 parents responded to survey.	Focus Groups will be hosted annually. Survey response rate increases by 10.	Focus Groups will be hosted annually. Survey response rate increases by 10.	Focus Groups will be hosted annually. Survey response rate increases by 10.

Metric Attendance sign in sheet Survey results 2k	New action, no baseline	Survey results indicate parent interest in Parent Forum topic Interested parents attend Parent Forum	Survey results indicate parent interest in Parent Forum topic Interested parents attend Parent Forum	Survey results indicate parent interest in Parent Forum topic Interested parents attend Parent Forum
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PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
2a We will continue to use our current social/emotional curriculum in all grade levels to maintain safety. Inform parents at the start of the school year of bullying policies. Continue to work toward full fidelity PBIS. Jacoby Creek School Handbook will reflect positive behavior intervention philosophies.	We will continue to use our current social/emotional curriculum to maintain safety. Inform parents at the start of the school year of bullying policies. Continue to work toward full fidelity PBIS. Jacoby Creek School Handbook will reflect	We will continue to use our current social/emotional curriculum to maintain safety. Inform parents at the start of the school year of bullying policies. Continue to work toward full fidelity PBIS. Jacoby Creek School Handbook will reflect positive

	positive behavior intervention philosophies.	behavior intervention philosophies.
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BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount a \$20,941 b \$11,682	Amount a \$20,941 b \$11,682	Amount a \$20,941 b \$11,682
Source a LCFF RS 0000, 7690 b LCFF RS 0000	Source a LCFF RS 0000, 7690 b LCFF RS 0000	Source a LCFF RS 0000, 7690 b LCFF RS 0000
Budget Reference a GL-FN 1191-3110 Certificated salary/benefits b GL-FN 1191-3110 Classified salary/benefits	Budget Reference a GL-FN 1191-3110 Certificated salary/benefits b GL-FN 1191-3110 Classified salary/benefits	Budget Reference a GL-FN 1191-3110 Certificated salary/benefits b GL-FN 1191-3110 Classified salary/benefits

Action **2**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
2b Safety Plan - ongoing review by School Site Council.	Safety Plan - ongoing review by School Site Council. Administrator updates disaster plan annually to	Safety Plan - ongoing review by School Site Council. Administrator updates disaster plan annually to

Administrator updates disaster plan annually to reflect staff changes.	reflect staff changes.	reflect staff changes.
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BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount Reference Goal 1, Action 6	Amount Reference Goal 1, Action 6	Amount Reference Goal 1, Action 6
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference

Action **3**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
2c Review playground staffing, methods, alternatives, and literature to ensure that best practices are implemented. Yard duty supervisors will have inservice once each trimester on Positive Behavior Intervention Strategies and continue offering yard duty paid time for communication with teachers.	Review playground staffing, methods, alternatives, and literature to ensure that best practices are implemented. Yard duty supervisors will have inservice on Positive Behavior Intervention Strategies and continue offering yard duty paid time for communication with teachers .	Review playground staffing, methods, alternatives, and literature to ensure that best practices are implemented. Yard duty supervisors will have inservice on Positive Behavior Intervention Strategies and continue offering yard duty paid time for communication with teachers.

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BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount a Reference Goal 1, Action 6 b \$49,821	Amount a Reference Goal 1, Action 6 b \$49,821	Amount a Reference Goal 1, Action 6 b \$49,821
Source a Reference Goal 1, Action 6 b LCFF RS 0000	Source a Reference Goal 1, Action 6 b LCFF RS 0000	Source a Reference Goal 1, Action 6 b LCFF RS 0000
Budget Reference A Reference Goal 1, Action 6 b GL-FN 1110-1000 Obj 2900 Classified salary/benefits	Budget Reference A Reference Goal 1, Action 6 b GL-FN 1110-1000 Obj 2900 Classified salary/benefits	Budget Reference A Reference Goal 1, Action 6 b GL-FN 1110-1000 Obj 2900 Classified salary/benefits

Action **4**

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

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

OR

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

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

ACTIONS/SERVICES

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

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
2e Maintain staffing of custodial, maintenance, office staff, crossing guard, materials, and contracts focused on health, wellness, and physical safety of students.	Maintain staffing of custodial, maintenance, office staff, crossing guard, materials, and contracts focused on health, wellness, and physical safety of students.	Maintain staffing of custodial, maintenance, office staff, crossing guard, materials, and contracts focused on health, wellness, and physical safety of students.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	<p>a \$181,745 b \$30,238 c \$54,345 d \$94,326 e \$2,156 f \$300 g \$4,365</p>	Amount	<p>a \$181,745 b \$30,238 c \$39,354 d \$94,326 e \$2,156 f \$300 g \$4,365</p>	Amount	<p>a \$181,745 b \$30,238 c \$39,354 d \$94,326 e \$2,156 f \$300 g \$4,365</p>
Source	<p>a LCFF, Deferred Maintenance, Routine Maintenance RS 0000, 0015, 0230, 8150 b LCFF, Deferred Maintenance, Routine Maintenance RS 0000, 0015, 0230, 8150 c LCFF, Deferred Maintenance, Routine Maintenance RS 0000, 0015, 0230, 8150 d LCFF RS 0000 e LCFF RS 0000 f LCFF RS 0000 g LCFF RS 0000</p>	Source	<p>a LCFF, Deferred Maintenance, Routine Maintenance RS 0000, 0015, 0230, 8150 b LCFF, Deferred Maintenance, Routine Maintenance RS 0000, 0015, 0230, 8150 c LCFF, Deferred Maintenance, Routine Maintenance RS 0000, 0015, 0230, 8150 d LCFF RS 0000 e LCFF RS 0000 f LCFF RS 0000 g LCFF RS 0000</p>	Source	<p>a LCFF, Deferred Maintenance, Routine Maintenance RS 0000, 0015, 0230, 8150 b LCFF, Deferred Maintenance, Routine Maintenance RS 0000, 0015, 0230, 8150 c LCFF, Deferred Maintenance, Routine Maintenance RS 0000, 0015, 0230, 8150 d LCFF RS 0000 e LCFF RS 0000 f LCFF RS 0000 g LCFF RS 0000</p>

Budget Reference

a GL-FN 1193-8100/8110 Classified salary/benefits
b GL-FN 1193-8100/8110 supplies
c GL-FN 1193-8100/8110 services
d GL-FN 0000-7200 or 1110-2700 Classified salary/benefits
e GL-FN 0000-7200 or 1110-2700 supplies
f Obj 4392
g Obj 2100 classified salary/benefits

Budget Reference

a GL-FN 1193-8100/8110 Classified salary/benefits
b GL-FN 1193-8100/8110 supplies
c GL-FN 1193-8100/8110 services
d GL-FN 0000-7200 or 1110-2700 Classified salary/benefits
e GL-FN 0000-7200 or 1110-2700 supplies
f Obj 4392
g Obj 2100 classified salary/benefits

Budget Reference

a GL-FN 1193-8100/8110 Classified salary/benefits
b GL-FN 1193-8100/8110 supplies
c GL-FN 1193-8100/8110 services
d GL-FN 0000-7200 or 1110-2700 Classified salary/benefits
e GL-FN 0000-7200 or 1110-2700 supplies
f Obj 4392
g Obj 2100 classified salary/benefits

Action **6**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
2f		

Review school wellness policy annually (Site Council). Implement changes.	Review school wellness policy annually (Site Council). Implement changes.	Review school wellness policy annually (Site Council). Implement changes.
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BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount Reference Goal 1, Action 6	Amount Reference Goal 1, Action 6	Amount Reference Goal 1, Action 6
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference

Action **7**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
2g Support Cafeteria program to provide high quality food.	Support Cafeteria program to provide high quality food.	Support Cafeteria program to provide high quality food.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
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Amount	\$31,918	Amount	\$31,918	Amount	\$31,918
Source	Supp/Conc	Source	Supp/Conc	Source	Supp/Conc
Budget Reference	Obj 7616	Budget Reference	Obj 7616	Budget Reference	Obj 7616

Action **8**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>2h Track parent attendance data for school events such as Back to School Night, fall and spring parent conference, and House. 4th-8th grade teachers will offer technology training to parents at the start of the school year to ensure that they are able to support appropriate use of technology at home to meet academic expectations.</p>	<p>Track parent attendance data for school events such as Back to School Night, fall and spring parent conference, and House. 4th-8th grade teachers will offer technology training to parents at the start of the school year to ensure that they are able to support appropriate use of technology at home to meet academic expectations.</p>	<p>Track parent attendance data for school events such as Back to School Night, fall and spring parent conference, and House. 4th-8th grade teachers will offer technology training to parents at the start of the school year to ensure that they are able to support appropriate use of technology at home to meet academic expectations.</p>

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
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Amount	Reference Goal 1, Action 2, t	Amount	Reference Goal 1, Action 2, t	Amount	Reference Goal 1, Action 2, t
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action **9**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
2i Offer administrative support of PTO and JCCEF. Continue pep rallies and spirit days to support fundraising efforts.	Offer administrative support of PTO and JCCEF. Continue pep rallies and spirit days to support fundraising efforts.	Offer administrative support of PTO and JCCEF. Continue pep rallies and spirit days to support fundraising efforts.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20			
Amount	Reference Goal 1, Action 6	Amount	Reference Goal 1, Action 6	Amount	Reference Goal 1, Action 6
Source		Source		Source	

Budget Reference

Budget Reference

Budget Reference

Action **10**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>2j Teachers communicate regularly with families via weekly Tuesday note and/or updated classroom websites. Principal will send out a monthly newsletter, the Panther Press, to keep families informed about school events and issues. Principal will invite families to once monthly Coffee with the Principal to encourage informal conversation. Administration will keep JCS website and Facebook page up to date. Administration and LCAP Advisory Committee (School Site Council) send a parent survey and host LCAP Parent Focus Group Meeting to solicit input for LCAP.</p>	<p>Teachers communicate regularly with families via weekly Tuesday note and/or updated classroom websites. Principal will send out a monthly newsletter, the Panther Press, to keep families informed about school events and issues. Principal will invite families to once monthly Coffee with the Principal to encourage informal conversation. Administration will keep JCS website and Facebook page up to date. Administration and LCAP Advisory Committee (School Site Council) send a parent survey and host LCAP Parent Focus Group Meeting to solicit input for LCAP.</p>	<p>Teachers communicate regularly with families via weekly Tuesday note and/or updated classroom websites. Principal will send out a monthly newsletter, the Panther Press, to keep families informed about school events and issues. Principal will invite families to once monthly Coffee with the Principal to encourage informal conversation. Administration will keep JCS website and Facebook page up to date. Administration and LCAP Advisory Committee (School Site Council) send a parent survey and host LCAP Parent Focus Group Meeting to solicit input for LCAP.</p>

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BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount Reference Goal 1, Action 6 Reference Goal 1, Action 2, t	Amount Reference Goal 1, Action 6 Reference Goal 1, Action 2, t	Amount Reference Goal 1, Action 6 Reference Goal 1, Action 2, t
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference

Action **11**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
2k Parents will be surveyed to determine topic of interest for Parent Forum. JCS will host one Parent Forum. Principal and staff members relevant to topic will attend forum to facilitate conversation.	Parents will be surveyed to determine topics of interest for Parent Forums. JCS will host two Parent Forums. Principal and staff members relevant to topic will attend forum to facilitate conversation.	Parents will be surveyed to determine topic of interest for Parent Forum. JCS will host two to three Parent Forums. Principal and staff members relevant to topic will attend forum to facilitate conversation.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount Reference Goal 1, Action 6 Reference Goal 1, Action 2, t	Amount Reference Goal 1, Action 6 Reference Goal 1, Action 2, t	Amount Reference Goal 1, Action 6 Reference Goal 1, Action 2, t
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference

Action **12**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
2I Transportation to and from school will be provided for students living within the district boundaries. Daycare will be offered to all students after school. After School Enrichment activities will be offered to all	2I Transportation to and from school will be provided for students living within the district boundaries. Daycare will be offered to all students after	2I Transportation to and from school will be provided for students living within the district boundaries. Daycare will be offered to all students after school. After School Enrichment activities will be offered to

students.	school. After School Enrichment activities will be offered to all students.	all students. to facilitate conversation.
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BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	<ul style="list-style-type: none"> a \$3,422 b \$74,774 c \$15,421 d \$5,445 e \$9,194 f \$7,483 g \$102,812 h \$459 	<ul style="list-style-type: none"> a \$3,422 b \$74,774 c \$15,421 d \$5,445 e \$9,194 f \$7,483 g \$102,812 h \$459 	<ul style="list-style-type: none"> a \$3,422 b \$74,774 c \$15,421 d \$5,445 e \$9,194 f \$7,483 g \$102,812 h \$459
Source	<ul style="list-style-type: none"> a Transportation RS 0210 b Transportation RS 0210 c Athletics RS 0035 d Athletics RS 0035 e Athletics RS 0035 f LCFF RS 0000, 0230 g Daycare RS 0011 h Daycare RS 0011 	<ul style="list-style-type: none"> a Transportation RS 0210 b Transportation RS 0210 c Athletics RS 0035 d Athletics RS 0035 e Athletics RS 0035 f LCFF RS 0000, 0230 g Daycare RS 0011 h Daycare RS 0011 	<ul style="list-style-type: none"> a Transportation RS 0210 b Transportation RS 0210 c Athletics RS 0035 d Athletics RS 0035 e Athletics RS 0035 f LCFF RS 0000, 0230 g Daycare RS 0011 h Daycare RS 0011
Budget Reference	<ul style="list-style-type: none"> a GL-FN 1194-3600 supplies b GL-FN 1194-3600 services c GL-FN 1300-4200 Classified salary/benefits d GL-FN 1300-4200 supplies e GL-FN 1300-4200 services f OBJ 5612 g GF-FN 8500-5000 classified salary/benefits 	<ul style="list-style-type: none"> a GL-FN 1194-3600 supplies b GL-FN 1194-3600 services c GL-FN 1300-4200 Classified salary/benefits d GL-FN 1300-4200 supplies e GL-FN 1300-4200 services f OBJ 5612 g GF-FN 8500-5000 classified salary/benefits 	<ul style="list-style-type: none"> a GL-FN 1194-3600 supplies b GL-FN 1194-3600 services c GL-FN 1300-4200 Classified salary/benefits d GL-FN 1300-4200 supplies e GL-FN 1300-4200 services f OBJ 5612 g GF-FN 8500-5000 classified salary/benefits

h GF-FN 8500-5000 supplies

h GF-FN 8500-5000 supplies

h GF-FN 8500-5000 supplies

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 110,682

Percentage to Increase or Improve Services:

3.4 %

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

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

The Jacoby Creek School District expects to receive approximately \$110,682 in supplemental/concentration funding for the 2017-2018 school year and has budgeted \$151,315 to spend on services for unduplicated students (Low Income, English Learners, and Foster Youth).

In order to meet the social-emotional needs of our unduplicated students, counseling services with a Student Support Provider and a counseling aide will be available. Goal 1 Action 9

The district will offer free and reduced price after school daycare, after school academic support classes, and after school enrichment classes for unduplicated students. Goal 1 Action 10

Instructional aides will be provided in kindergarten classrooms in order to support unduplicated students in transitioning into elementary school. Goal 1 Action 12

An EL Coordinator will consult with classroom teachers to provide appropriate instruction and supports for EL students. Goal 1 Action 7

A reading specialist will provide additional reading support for unduplicated students in grades 1-4 who are not meeting grade level

expectations. Goal 1 Action 12

The district will support a lunch program to provide healthy lunches at free and reduced prices for socio-economically disadvantaged students. Goal 2 Action 7