

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name

Jacoby Creek Elementary

Contact Name and Title

Melanie Nannizzi

Superintendent/Principal

Email and Phone

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2017-20 Plan Summary

The Story

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 2017-2018 school year averaged 465 students.

Jacoby Creek School has an outstanding staff consisting of nineteen general education teachers, 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, JacobyCreek School Children’s Educational Foundation (JCCEF), an Athletics Committee, a Positive Behavior Interventionsand 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.

Student Group Percent of Total Enrollment

Black or African American 0.9 %

American Indian or Alaska Native 1.5 %

Asian 2.4 %

Filipino 0.9 %

Hispanic or Latino 11.6 %

Native Hawaiian or Pacific Islander 0.0 %

White 72.7 %

Two or More Races 9.9 %

Other 0.1 %

Student Group (Other) Percent of Total Enrollment

Socioeconomically Disadvantaged 13.8 %

English Learners 1.1 %

Students with Disabilities 9.5 %

Foster Youth 0.2 %

LCAP Highlights

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

Goal 1:

All staff members will work to maintain current high levels of academic achievement.

MTSS committee will work with staff to examine all of our resources and design more Tier II academic support in mathematics.

A Student Council will be formed in order to increase student motivation, student choice, and engagement.

Goal 2:

Peer conflict resolution protocols will be developed in order to support students in feeling safe at school and decrease number of incidences on the playground.

Facilities Bond construction project will begin and District will seek state funding for a second facilities project. Facilities Improvement Committee, consisting of parents, administration, and staff, will work to develop plans and specifications for second project.

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.

Greatest Progress

Goal 1: Academic Achievement

The California Dashboard indicates that Jacoby Creek School met the High (Green) performance level in mathematics and English Language Arts when looking at the performance of all students. In English Language Arts all students were 44.1 points above level 3 and in Mathematics all students were 33.7 points above level 3.

Common Core State Standard aligned English Language Arts curriculum was adopted during the summer of 2017 and used in all classrooms this school 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, drama, Oral Language Fair, After School Enrichment classes are very high.

Students in need of intervention have support from a reading specialist, a part time counselor, a counseling aide, and a 504 coordinator.

The percentage of chronically absent students decreased from 10.5% in 2016-2017 to 5.9% in 2017-2018.

District Attendance Rate was over 95%.

The district was able to lease 100 Chromebooks to provide students more access to computers.

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

The plans for the use of a 2.7 million dollar local facilities bond have been submitted to the Department of State Architecture (DSA) and some work will begin this summer. We will continue to work on qualifying for state facilities bond money for a second project.

Implementation of PBIS and fidelity to PBIS philosophies continued to be a focus for our school, and the SUMS grant has helped to move forward our Multi Tiered Systems of Support (MTSS).

The Proposition 39 grant was fully implemented this school year. The school has new solar panels and energy efficient lighting.

Fundraising goals were met.

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

There were no performance indicators for which overall performance was in the "Red" or "Orange" category.

In examining local performance indicators, we have determined that there is a need for more Tier II

intervention for mathematics and more Tier I instruction in conflict resolution.

We have also determined that there is a need to increase parent attendance at Back to School Night and Parent Conferences.

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

Performance Gaps

Fall 2017 California Dashboard indicates that students with disabilities Suspension Rate fell into the "Orange" performance level. Only two suspensions were given during the 2016-2017 school year. One of the two students was a student with an IEP. No suspensions have been issued during the 2017-2018 school year due to implementation of restorative practices.

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.

Increased or Improved Services

In the 2018-2019 school year, classroom 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, after school academic 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	\$4,535,007
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$4,216,855

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 \$318,152 and includes the superintendent, business services contract with Northern Humboldt Union High School District, payment of a facilities loan, utilities, etc. The LCAP includes \$647,883. in expenses from the facilities bond fund that is included in the total action/service. In addition, the cafeteria transfer out of \$42,527 is

also included in actions.

DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$3,749,923

Annual Update

LCAP Year Reviewed: 2017-18

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 Priorities: 1, 2, 3, 4, 5, 7, 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected

Actual

1.1 Metric: Performance on CAASPP in Math and Language Arts: ALL STUDENTS % MEETING OR EXCEEDING STANDARD 1a

Baseline:

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

2017-2018:

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

1.2 Metric: Performance on CAASPP in Math and Language Arts: SOCIO-ECONOMIC DISADVANTAGED % MEETING OR EXCEEDING STANDARD 1e, 1i

Baseline: Math: 51% Met or exceeded, Dashboard Performance Level: Orange , 9.8 points below level 3 (low)

2017-2018:

Math: 55% Met or exceeded Dashboard Performance Level: Green, Increase 4.8 points

Math: 68.24% Met or exceeded= NOT MET, Dashboard Performance Level: Green=NOT MET, 33.7 points above Level 3=NOT MET

ELA: 72.09% Met or exceeded=MET, Dashboard Performance Level : Green=NOT MET, 44.1 points above level 3=NOT MET

Math: 46% Met or exceeded=NOT MET, Dashboard Performance Level: Yellow=NOT MET, 10.1 points below level 3 (medium)=NOT MET

Language Arts: 50% Met or exceeded Dashboard Performance Level: Yellow 3.3 points above level 3 (medium)

Expected

1.3 Metric: Academic performance indicator (API) score.

Baseline: No longer calculated by the state

2017-2018: No longer calculated by the state

1.4 Metric: Classroom Assessment 1a, 1b, 1d

Baseline: 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.

2017-2018: 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.

Actual

2017-2018: No longer calculated by the state

2017-2018:MET= Local indicators show that 92% of K-8 students are meeting classroom math expectations. Local indicators show that 92% of K-8 students are meeting classroom reading expectations. Local indicators show that 90% of K-8 students are meeting classroom writing expectation.

Expected

1.5 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 CELDT testing. 1a, 1d, 1i

Baseline:

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

2017-2018: 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.

Actual

History Day: 86 Projects; 38 County

Science Fair: 126 Projects; 22 County; 9 State

Mathcounts: 27 participants

Service Learning: 11 Classroom Projects

Oral Language Fair: 63 (This decline in participation number was due to a teacher that typically does a performance with her entire class taking a maternity leave. The long-term substitute was not prepared to do this activity with the class, so participation number dropped by about 24 students. Other than this one performance, participation rate stayed steady.)

Athletics: 247 participants

Academic Support Classes: 93 students

After School Enrichment Classes: 174 students

Physical Fitness Test Results: 49% met 6/6 standards

Student Study Team Meetings: 12

DIBELS Screening: All students K-3 are screened annually

Expected

1.6 Metric: CALPADS data Teacher Assignments 1b, 1i

Baseline: 100% of teachers and paraprofessionals are classified as highly qualified. No teacher misassignment

2017-2018: 100% of teachers and paraprofessionals are classified as highly qualified. No teacher misassignment

1.7 Metric: Financial records for staffing Teacher Aide Assignments 1I

Baseline: Teachers aides in TK, K, and First Grade. Class Size Overage Aides: Two fourth grade classrooms, two fifth grade classrooms, one third grade classroom.

2017-2018: Students in TK, kindergarten, and 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.

Actual

2017-2018: MET=100% of teachers and paraprofessionals are classified as highly qualified. No teacher misassignment. New special education teacher was hired from out of state. She is currently working on CLAD certification.

MET

TK- Classroom aide 4 hours 15 minutes daily

K-Classroom aide 4 hours 15 minutes daily

First--Classroom aide 3 hours daily

Fifth--Classroom aide 3 hours daily (overage aide)

Sixth--Classroom aide 3 hours daily (overage aide)

Expected

1.8 Metric: Standards-aligned instructional resources and materials inventories and purchase records, annual board resolution of sufficiency of materials. 1c

Baseline: All students have access to appropriate standards aligned instructional materials.

ELA/ELD instructional materials aligned with Common Core adopted in Spring 2017.

2017-2018: All students have access to appropriate standards aligned instructional materials.

NGSS curriculum previewed for possible adoption if available.

1.9 Metric: Professional development agendas, release day data, and roll-sheets 1e

Baseline: 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.

2017:2018: 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.

Actual

MET

All students have access to appropriate standards aligned instructional materials. ELA/ELD instructional materials aligned with Common Core Standards were adopted in Spring 2017 and teachers fully implemented curriculum in Fall 2017. A NGSS curriculum committee was formed and will preview for adoption when available.

2017-2018: MET=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 implementation of new ELA/ELD curriculum with grade level team.

Expected

1.10 Metric: BTSA paperwork 1h

Baseline: All teachers new to the profession will participate in an induction program with an experienced JCS mentor.

17/18: All teachers new to the profession will participate in an induction program with an experienced JCS mentor.

Actual

MET/NOT MET

Third and sixth grade teachers new to the profession participated in an induction program with experienced JCS mentors. Resource teacher new to the profession participated in an induction program with an experienced mentor from the Humboldt County Office of Education as there are not appropriately credentialed teachers on the JCS staff .

Expected

1.11 Metric: Parent and student survey data 1d

Baseline: 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.

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.

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."

2017-2018:

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.

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.

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."

Actual

NOT MET=90% of parents surveyed reported that their child's academic needs are being met at school always or most of the time.

NOT MET=The California Healthy Kids Survey was administered in 5th and 7th grades.

71% of fifth grade surveyed students reported that students at Jacoby Creek School are motivated to learn most or all of the time.

82% 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."

Expected

1.12 Metric: Contact log-EL Coordinator and teachers of EL students
CELDT scores EL reclassification rate 1g, 1i

Baseline: 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.

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.

2017-2018:

Two English Language Learners were initial tested in fall. Both are classified as IFEP. ELPAC will be administered to 5 English Language Learners in the Spring.

EL Coordinator mets with teachers of EL students a minimum of three times annually to ensure access to state standards and the ELD standards for ELs.

Anticipate reclassification for all in 2017-2018.

Actual

MET:

2017-2018: 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.

In 2017-2018 CELDT was not administered. EL Coordinator will administer ELPAC to 5 ELD students in the spring.

Two English Language Learners were initial tested in fall. Both are classified as IFEP. ELPAC will be administered to 5 English Language Learners in the Spring.

Expected

1.13 Metric: Attendance data: Monitor attendance rate and unexcused absence rate. 1f

Baseline:

2015-2016 District Attendance Rate 94.16%

2016-2017 P1=96.2%

2016-2017 P2=95.01%

Chronic absentee rate in

2016-2017 as 4/1/17=10.5%

2017-2018: District Attendance Rate 2017-2018 P2 = 94.66%

Chronic Absentee rate 2017-2018 = 8.5%

Actual

2017-2018:MET= District Attendance Rate 2017-2018

P1=95.91%

As of 3/23/18= 95.42%

MET=Chronic Absentee rate as of 3/23/18=5.9%

Expected

1.14 Metric: Class schedules for Art, Music, PE, Advanced Math, Math Counts 1b

Baseline: 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.

2017-2018: 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.

1.15 Metric: Computer inventory 1l

Baseline: One computer for every three students in grades TK-1. One computer for every two students in grades 2-8.

17/18: One computer for every three students in grades TK-1. One computer for every two students in grades 2-8.

Actual

MET

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.

MET

One computer for every three students in grades TK-1.

One computer for every two students in grades 2-5.

One computer for each student in grades 6-8.

Expected

1.16 Metric: Parent attendance at IEP meetings Parents of student with disabilities attendance at parent teacher conferences. 1b

Baseline: Resource teacher and or speech pathologist meet at least three times each school year with parents/guardians of students with disabilities.

17/18: Resource teacher and or speech pathologist meet at least three times each school year with parents/guardians of students with disabilities.

Actual

NOT MET

The district was unable to hire a speech therapist to meet with students on campus. Instead, we contracted with a company called TinyEYE for digital speech therapy. The therapists were not available in the afternoon, so they were not able to attend conferences. Progress reports were shared by the teacher.

Three of the students who have resource IEPs were not represented by a parent at parent teacher conferences.

Actions/Services

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

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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.

1a Pre-service meetings were used to analyse CAASPP results and determine areas for growth and growth targets. Teaching staff scheduled sub days to articulate with grade level partners and grade level teams to address areas needing improvement and plan intervention strategies. Formative assessments such as DIBELS, RESULTS, District assessments in mathematics and writing, and Moby Max were used at each trimester to monitor student progress and examine the impacts of the new language arts curriculum and interventions.

Amount
\$100

Source
LCFF RS 0000

Budget Reference
GL-FN1110-3160 supplies

Amount
\$250

Source
LCFF RS 0000

Budget Reference
GL-FN1110-3160 supplies

Action 2

Planned Actions/Services

1b Students will receive support through high quality instructional strategies and materials, differentiated curriculum, and instruction in ELA and math at all

Actual Actions/Services

1b Students received support through high quality instructional strategies and materials, differentiated curriculum, and instruction in ELA and math at all

Budgeted Expenditures

Amount
a \$54,341
b \$14,056
c \$2,400
d \$35,409

Estimated Actual Expenditures

Amount
a \$59,771
b \$15,076
c \$1,800
d \$42,664

Planned Actions/Services

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. 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

Actual Actions/Services

grade levels. In order to make sure students are college and career- ready, common core state standards and Next Generation Science Standards are implemented and there are opportunities for students to participate in project-based learning and experiences on a classroom, district and county-wide basis. All students, including students with disabilities have access to a broad course of study that includes art, music, library, PE, and a variety of enrichment activities. Each classroom does a classroom play, 6-8th grade students can participate in a school wide play. Music instruction is offered at all grade levels. Spanish instruction is offered to 7th-8th grade students. We offer sports during all seasons of the school year. All students attended at least one off campus field trip each year.

Budgeted Expenditures

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

Source

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

Estimated Actual Expenditures

e \$8,040
f \$6,100
g \$0
h \$14,028
i \$972
j \$55,003
k \$0
l \$1,122
m \$659
n \$55,630
o \$93,032
p \$51,396
q \$850
r \$40,645
s \$100,049
t \$2,042,627

Source

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

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

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, 9012

m LCFF, Foundation RS

0000,0202, 9012

n LCFF RS 0221

o Special Education RS 0000,
3310, 3311, 6500, 7690p Special Education RS 0000,
3310, 3311, 6500q Special Education RS 0000,
3310, 3311, 6500r Special Education RS 0000,
3310, 3311, 6500s Special Education RS 0000,
3310, 3311, 6500t LCFF, Lottery EPA, Title 1, Title
II, REAPRS 0000, 0221, 1100, 1400,
3010, 4035, 5820, 7690

Budget Reference

a GL-FN 1110-1000 Obj 4310

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, 9012

m LCFF, Foundation RS

0000,0202, 9012

n LCFF RS 0221

o Special Education RS 0000,
3310, 3311, 6500, 7690p Special Education RS 0000,
3310, 3311, 6500q Special Education RS 0000,
3310, 3311, 6500r Special Education RS 0000,
3310, 3311, 6500s Special Education RS 0000,
3310, 3311, 6500t LCFF, Lottery EPA, Title 1, Title
II, REAPRS 0000, 0221, 1100, 1400, 3010,
4035, 5820, 7690

Budget Reference

a GL-FN 1110-1000 Obj 4310

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

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
 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

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
 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

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

salary/benefits

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1c Instructional materials aligned with CCSS are adopted and implemented. NGSS curriculum is developed by teachers 2017-2018.

1c Instructional materials aligned with CCSS are adopted and implemented. NGSS curriculum committee was formed. This committee consists of two primary teacher, two middle grade teachers, an upper grade teacher, and the principal. Committee in-serviced entire staff on NGSS implementation. Committee will preview curriculum for purchase when available and vetted.

Amount
\$28,162

Source
LCFF, Restricted Lottery, RS
0212, 6300

Budget Reference
Obj 4110 and 4210

Amount
\$75,628

Source
LCFF, Restricted Lottery, RS
0212, 6300

Budget Reference
Obj 4110 and 4210

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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/ after school homework support as needed.

1d Student performance was monitored each trimester. 14 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. An At Risk Assessment Team including the school counselor, resource teacher, reading specialist, and principal was established to help pair students with appropriate interventions both during the school day and after school.

Amount
 a \$8,034
 b \$25,940
 c \$1,700

Source
 a Afterschool RS 0010, 7690
 b Afterschool RS 0010
 c Afterschool RS 0010

Budget Reference
 a GL-FN 8500-5000 Certificated salary/benefits
 b GL-FN 8500-5000 Classified salary/benefits
 c GL-FN 8500-5000 supplies

Amount
 a \$5,100
 b \$33,530
 c \$2,000

Source
 a Afterschool RS 0010, 7690
 b Afterschool RS 0010
 c Afterschool RS 0010

Budget Reference
 a GL-FN 8500-5000 Certificated salary/benefits
 b GL-FN 8500-5000 Classified salary/benefits
 c GL-FN 8500-5000 supplies
 Above expenditures relate to after school interventions such as study hall, homework club, and math support classes. Interventions that take place during the school day are reflected in Goal 1, Action 9 c, Goal 2 Action 1, and Goal 1 Action 11.

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Planned Actions/Services

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 student achievement and attend inservice. Upon review of CAASPP scores from 2017 professional development and/or release time will be provided to improve student achievement in identified areas.

Actual Actions/Services

1e Professional development/release time related to successful implementation of CCSS, instructional technology, NGSS, CAASPP, and/or BTSA was provided for all teaching staff. Teachers were required to use release time to discuss strategies and interventions that will support low SES student achievement and attend inservice. Review of CAASPP scores indicate that while JCS low SES performance did not increase as we had anticipated, compared with county and statewide data for low SES students, JCS students are performing well. In ELA, 50% of JCS low SES students met or exceeded standard compared with 32% in Humboldt County and 35% statewide. In Math, 46% of JCS low SES students met or exceeded standard compared with 22% in Humboldt County

Budgeted Expenditures

Amount
a. Reference Goal 1, Action 2, t
b. \$12755

Source
a. LCFF, Educator
b. Effectiveness RS 0000, 6264

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

Estimated Actual Expenditures

Amount
a. Reference Goal 1, Action 2, t
b. \$14,655

Source
a. LCFF, Educator
b. Effectiveness RS 0000, 6264

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

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

and 24.57% statewide. While this continues to be an achievement gap for us, we feel that continued release time and profession development will provide the assistance that these students need.

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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.

1f Encouragement of good school attendance continued by providing parents information surrounding board policy and the benefits of regular school attendance at all Back to School Nights in the monthly school newsletter, handbook, and at parent teacher conferences. Parents were also educated about the of use of independent study option for prolonged absences using these same communication tools. In order to address the high percentage of chronically absent

Amount
\$125,579

Source
LCFF RS0000, 7690

Budget Reference
GL-FN 1110-2700 Certificated salary/benefits

Amount
\$133,708

Source
LCFF RS0000, 7690

Budget Reference
GL-FN 1110-2700 Certificated salary/benefits

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

student, the Principal monitored attendance closely and communicated directly with families of students that demonstrated a trend toward chronic absenteeism. Contact with families of chronically absent students was biweekly. Rather than using the typical Student Attendance Review Board letters, principal crafted individual letters to families expressing concern regarding the student's absences and offered support to family. Principal encourage families to come in for attendance conferences.

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1g Support provided to teachers of ELs by EL Coordinator. CELDT scores and other assessments are reviewed to assess placement and growth of EL's. 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.

1g Support was provided to teachers of ELs by EL Coordinator. The change from CELDT to ELPAC made growth determination difficult because ELPAC is administered in the spring. For the current year, EL coordinator reviewed classroom grades, results of standardized testing, and results of district assessments to monitor student growth. All students were making growth and no SST meetings were needed. The ELPAC will be administered in the spring, and the EL Coordinator will meet with each students teacher for the 2018-2019 school year to help develop a sequenced plan to address EL needs and support the student.

Amount
\$1,979

Source
Supp/Conc

Budget Reference
Obj 1105, 3xxx Certificated salary/benefits

Amount
\$1,587

Source
Supp/Conc

Budget Reference
Obj 1105, 3xxx Certificated salary/benefits

Action 8

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1h Teacher induction program (BTSA) for new-to-service teachers if applicable.

1h
 One third grade teacher and one sixth grade teacher new to the profession participated in an induction program with experienced JCS mentors. Resource teacher new to the profession participated in an induction program with an experienced mentor from the Humboldt County Office of Education as there are not appropriately credentialed teachers on staff at Jacoby Creek School. Principal met with each of these teams twice during the school year to support the new teachers and to learn about the new teachers' professional growth goals and did at least two formal observations of each new teacher new to the profession.

Amount
 \$6,600

 Source
 LCFF RS 0000

 Budget Reference
 GL-FN 1110-1000 Obj 5800

Amount
 \$6,600

 Source
 LCFF RS 0000

 Budget Reference
 GL-FN 1110-1000 Obj 5800

Action 9

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1i Maintain student support services (counseling aide, reading specialist, school counselor, intervention services, instructional aides in TK and K). Low income students are monitored to insure they are provided with necessary academic support.

1i Student support services (counseling aide, reading specialist, school counselor, intervention services, instructional aides in TK and K) were maintained. Low income students were monitored to insure they were provided with necessary academic support. At Risk Assessment Team was developed to ensure that these support services were being used equitably and to ensure that the students were receiving the most effective supports that our school has to offer.

Amount
a \$46,131
b \$11,682
c \$14,839
d \$31,080

Source
a Supp/Conc
b Supp/Conc
c Supp/Conc
d Supp/Conc

Budget Reference
a GL-Fn 1191-3100 Classified salary/benefits
b Obj 2218, 3xxx classified Salary/benefits
c Obj 1205, 3xxx Certificated salary/benefits
d Obj 2100, 3xxx Classified salary/benefits

Amount
a \$52,233
b \$15,253
c \$14,097
d \$31,066

Source
a Supp/Conc
b Supp/Conc
c Supp/Conc
d Supp/Conc

Budget Reference
a GL-Fn 1191-3100 Classified salary/benefits
b Obj 2218, 3xxx classified Salary/benefits
c Obj 1205, 3xxx Certificated salary/benefits
d Obj 2100, 3xxx Classified salary/benefits

Action 10

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1j After school daycare will be provided as needed for families of unduplicated students. 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. Transportation to and from school will be provided for student living in the district boundaries.

1j After school daycare was provided as needed for families of unduplicated students. After-school academic and support, enrichment classes, and daycare were provided free of charge for students qualifying for free lunch and at a reduced rate for student qualifying for reduced lunch. Transportation to and from school was provided for student living in the district boundaries.

Amount
 a \$6,570
 b \$7,116

Source
 a Supp/ Conc
 b Supp/ Conc

Budget Reference
 a RS 0011, Obj 8980
 b RS 0010, Obj 8980

Amount
 a \$2,290
 b \$7,330

Source
 a Supp/ Conc
 b Supp/ Conc

Budget Reference
 a RS 0011, Obj 8980
 b RS 0010, Obj 8980

Action 11

Planned Actions/Services

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

Actual Actions/Services

TK- Classroom aide 4 hours 15 minutes daily
 K-Classroom aide 4 hours 15 minutes daily
 First--Classroom aide 3 hours daily
 Fifth--Classroom aide 3 hours daily (overage aide)
 Sixth--Classroom aide 3 hours daily (overage aide)

Budgeted Expenditures

Amount
 \$55,607

Source
 LCFF, Lottery RS 0000, 1100

Budget Reference
 GL-FN 1110-1000 Classified salary/benefits

Estimated Actual Expenditures

Amount
 \$106,109

Source
 LCFF, Lottery RS 0000, 1100

Budget Reference
 GL-FN 1110-1000 Classified salary/benefits

Action 12**Planned Actions/Services**

11 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. Technology instruction with a technology instructor will be provided for all students in grades 3-6 will be provided. Staff and student computers will be maintained by a technology coordinator.

Actual Actions/Services

One computer for every three students in grades TK-1.
 One computer for every two students in grades 2-5.
 One computer for each student in grades 6-8.
 Technology instruction was provided for all students in grades 3-6.
 Staff and students computers were maintained by the technology coordinator.

Budgeted Expenditures

Amount
 a \$41,561
 b \$37,020

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

Estimated Actual Expenditures

Amount
 a \$22,593
 b \$48,702

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

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual 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.

The 2018-2018 school year brought both successes and challenges. The Local Control Accountability Plan provided our district a clear road map to meet the academic goals that we value as a district. In the 2017-2018 school year Jacoby Creek Staff and administration implemented 100% of the planned actions which kept our focus on Academic Achievement. All students, including unduplicated students, were offered a rigorous course of study using common core adopted text books with fully qualified teachers. The support of teachers assistants was provided for Transitional Kindergarten, Kindergarten, First Grade, and all other classrooms with larger class sizes (more than 24 students in TK-3 classrooms and more than 26 students in 4-8 classrooms). Teachers new to the profession were supported by experienced mentors and had the support of BTSA and observation/consultation with the principal. Teachers were encouraged to attend professional development opportunities and to plan inservice days to work with grade level partners and grade level groups to address the academic needs that were identified by evaluating assessment data.

The administration focused on maintaining good attendance rates and more individual attention given to the families of students that were chronically absent the prior year. The district stayed committed to communication with families via weekly notes from teachers, monthly newsletters from the principal, an up to date website, and an online grade portal for junior high students, monthly Coffee with the Principal meetings, and parent teacher conferences. An At Risk Assessment Team (ARAT) was implemented to review the needs of the students not making expected academic progress and this team worked to ensure that student support is being given equitably and effectively. Participation numbers were monitored to ensure that parent/community engagement with the school remained at high levels and to ensure that students were accessing the many enrichment opportunities offered by our school. The district also researched options in increase the ratio of computers to students.

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

The California Dashboard indicates that we met the High (Green) performance level in mathematics and English Language Arts when looking at the performance of all students. In ELA, all students performed in the "Green" or "Yellow" achievement level. In Mathematics, all students performed in the the "Green" or "Orange" achievement levels. This indicates that the actions and services have been effective.

and even with a winter full of severe colds and flu bugs, the attendance rate increased. the percentage of students chronically absent decreased.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1: Testing supplies budget was increased to \$150 based on prior year expenditures.

Action 3: Adoption of ELA Curriculum

Action 2 and Action 4: Foreign Language was moved from Enrichment to an After School Enrichment Class. No money was actually removed, it was shifted to a different action for reporting purposes.

Action 2: A certificated music teacher replaced a the classified teacher that retired at the end of the 2016-2017 school year.

Action 2: Jacoby Creek Childrens Education Foundation donated an unexpected \$2,000 for Physical Education supplies.

Action 7: EL coordinator is \$392 less due to a coding error. The employee should be .17 in Resource 001 but was accidentally coded as .1502. This will be fixed with a journal entry.

Action 9: Health and welfare benefits were budgeted at the cap during adoption, but the district is now paying for the full health and welfare benefits.

Action 10: After School and Daycare revenue is coming in lower than expected which has caused an increase in encroachment.

Action 11: Class size overage aides were needed in four additional classroom which increased expenditures.

Action 12: Money was shifted from purchasing computers to leasing.

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.

Action 4 has been modified in the 2018-2019 LCAP in order to address the need for an At Risk Assessment Team to meet at least once monthly to support teachers in connecting at risk students with appropriate academic and social emotional supports.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 6

Local Priorities: N/A

Annual Measurable Outcomes

Expected

Actual

Metric: Parent (via site council) and student survey data *CHKS given biannually and local indicator survey given on off years. 2a-2c, 2e

Baseline: 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

17/18: 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

Metric: Staff incident reports 2a-2c, 2e

Baseline: An average of 38 incidents were reported monthly.

17/18: An average of 30 incidents were reported monthly.

NOT MET=92.91% of parents surveyed will report that their child feels safe at school ALWAYS or MOST OF THE TIME.

NOT MET=10% of parents reported that their child RARELY or SOMETIMES feels safe on the playground.

NOT MET=Local survey data indicates that 87% of fifth grade students feel safe at school ALL or MOST OF THE TIME

NOT MET=Local survey data indicates that 93% of seventh grade students feel between NEITHER SAFE NOR UNSAFE and VERY SAFE at school

NOT MET=An average of 41 incidents were reported monthly.

This is an increase in reported incidents but we believe that this due to a change in the way incidents are reported. There is more focus on reporting and restoration.

Expected

Metric: Suspension/expulsion data Middle school drop out rate 2a, 2c, 2e

Baseline: 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

2017-2018: Maintain low rates of suspensions and expulsion rates less than 0.5%
Middle school drop-out rate=0

Metric: FIT data Annual Facility Inspection Tool 2d

Baseline: Results indicate that the school receives a rating of good on FIT report

2017-2018: Results indicate that the school receives a rating of good on FIT report

Metric: JPA Risk Management Report, Inspection conducted by JPA 2d

Baseline: Risk Management Report found only minor safety issues.

2017-2018: Risk Management Report found only minor safety issues.

Actual

MET=Suspension rate as of 3/23/17=0%, Expulsion rate=0%, and Middle school drop-out rate=0

MET=Results indicate that the school received a rating of good (98%) on FIT report.

JPA has not yet conducted inspection.

Expected

Metric: Financial records for cafeteria and participation numbers 2g

Baseline: All students have access to high quality and nutritious food from JCS cafeteria program.

2107-2018: All students have access to high quality and nutritious food from JCS cafeteria program.

Metric: Facilities repair prioritization list.

Baseline: 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.

2017-2018: Implementation of developed facilities plan for bond money. Continue work on ongoing maintenance project.

Metric: Energy Use, per studies done under Prop. 39 funding.

Baseline: One new array of solar panels has been installed.

Lighting retrofit is completed.

New roof and additional solar array installed summer of 2017.

17/18: Prop 39 grant is fully implemented.

Actual

MET=All students have access to high quality and nutritious food from JCS cafeteria program. Participation numbers remain steady.

MET=A Facilities Improvement Committee (FIC) was formed and met eight times in the 2017-2018 school year to develop a plan for implementation of bond funds and create a prioritized list of ongoing maintenance. The committee is composed of JCS administration, classified staff, certificated staff, and parents. The committee has met eight times this school year.

MET=Prop 39 grant is fully implemented.

Expected

Metric: Updated wellness policy, safety plan, and disaster plan 2b, 2e, 2f

Baseline: 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 Council. Disaster plan is updated to reflect staff changes.

2017-2018: 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 staff changes.

Metric: Parent attendance at Back to School Night and Parent/Teacher Conferences. 2h

Baseline: 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.

2017-2018: 98% of students represented at Back to School Night.
99% of students represented at Fall Conferences.
99% of students represented at Spring Conferences.

Actual

MET= Recommendations of Wellness Committee (Site Council) were adopted by Board, and implemented. Policy was reviewed and updated.
MET=A Wellness Philosophy was updated with the staff and the School Site Council and included in Handbook for Students and Parents.
MET=Safety plan was reviewed and approved by School Site Council.
Disaster plan is updated to reflect staff changes.

NOT MET=71 % of students represented at Back to School Night.
NOT MET=96% of students represented at Fall Conferences.
NOT MET= 98% of students represented at Spring Conferences.

Expected

Metric: Financial records from fundraisers. 2i

Baseline: Annual Panther Pentathlon=\$70,000

Annual Auction: Approximately \$27,000 (Final number still pending as of 4/1/17)

2017-2018: JCEFF meets target goals.

Actual

MET= JCEFF met target goals.

Annual Panther Pentathlon=\$63K Although this is a decrease from the amount brought in last year, the goal is to raise 60K annually. We do not believe that our school has the potential to raise 70K annually.

Annual Auction:\$30K (Final number still pending as of 4/1/17)

Expected

Metric: Calendar of Coffee with the Principal once Monthly, Weekly notes from teachers to families, Updated teacher websites, Panther Press Newsletters, Up to date JCS website and Facebook page, Eblast records 2j

Baseline: 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.

2017-2018: 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.

Actual

2017-2018: MET=Principal hosted Coffee with the Principal once monthly. Average of 10 parents attend.

MET=Teachers in TK-6 sent weekly Tuesday note to families.

MET=Seventh and eighth grade teachers maintained up to date classroom websites.

MET=Principal sent monthly Panther Press Newsletter.

MET=Principal and tech coordinator keep JCS website and digital calendars up to date.

NOT MET=Facebook page was inconsistently updated and then discontinued due to lack of ability to maintain ADA accessibility .

MET=E-blasts are used to keep parents informed of information arising between newsletters.

Expected

Metric: Number of parents attending decision making meeting and survey response rates. 2j

Baseline: 10% of families attended LCAP Focus Group Meetings.(3 meeting were hosted.)
177 parents responded to survey.

2017-2018: Focus Groups will be hosted annually.
Survey response rate increases by 10.

Metric: Attendance sign in sheet Survey results 2k

Baseline: New action, no baseline

2017-2018: Survey results indicate parent interest in Parent Forum topic
Interested parents attend Parent Forum

Actual

MET= Focus group meeting hosted. 6 parents attended.

NOT MET= Three surveys were sent out. 143 people responded to the School Climate Survey, 173 people responded to the Curriculum and Instruction Survey, and 144 people responded to the Conditions of Learning Survey.

MET=Parent Forum: Scheduled for May 30. See invitation sent to parents below.

Managing Peer Friendships

On Wednesday, May 30th, from 6:00-7:00 p.m. in the library, the School Site Council and parent facilitators will be hosting a pertinent parent discussion forum.

Join other parents, school counseling staff, and administrators to share questions, perspectives, and experiences to support our children's healthy peer relationships. Facilitators will meet in break out sessions with parents of students of different age levels.

Snacks and childcare will be available.

Actions/Services

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

Action 1**Planned Actions/Services**

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.

Actual Actions/Services

Steps to Respect and Second Step was taught in all grade levels by the school counselor or the counselor aide.
 Parents were informed of the school bullying policy.
 Our 10 person PBIS leadership team met each trimester to lead the school in fidelity of PBIS practices.
 We also were the recipients of the SUMS grant to foster MTSS at JCS. Our 8 persons SUMS team will attend 8 full days of training by the end of the school year.
 JCS Handbook for student and parents reflects PBIS philosophies and restorative practices.
 Restorative practices were used in place of punishment and only one student has been suspended during the 2017-2018 school year.

Budgeted Expenditures

Amount
 a \$20,941
 b \$11,682

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

Estimated Actual Expenditures

Amount
 a \$19,404
 b \$15,253

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

Action 2

Planned Actions/Services

2b
 Safety Plan - ongoing review by School Site Council. Administrator updates disaster plan annually to reflect staff changes.

Actual Actions/Services

School Site Council reviewed the JCS Comprehensive School Safety Plan.
 Principal updated disaster plan to reflect staff changes. Plan was reviewed with the entire staff three times during the school year and with the School Site Council at the September meeting.
 Drills were conducted monthly to prepare for fire, earthquake, tsunami, and lock down scenarios.
 Administration and selected staff members also attended Active Assailant Training osted by the Humboldt County Sheriff Department and Humboldt County Office of Education
 Information from this training was communicated with staff via Staff Meetings.

Budgeted Expenditures

Amount \$0
 Reference Goal 1, Action 6

 Source

 Budget Reference

Estimated Actual Expenditures

Amount \$0
 Reference Goal 1, Action 6

 Source

 Budget Reference

Action 3

Planned Actions/Services

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.

Actual Actions/Services

Certificated and classified staff reviewed playground staffing, methods, alternatives, and literature to ensure that best practices were implemented. Yard duty supervisors had inservice once each trimester on Positive Behavior Intervention Strategies and yard duty was offered paid time for communication with teachers. Communication system using behavior tracking sheets for reporting incidences on the playground to the teachers was developed and implemented .

Budgeted Expenditures

Amount
a Reference Goal 1, Action 6
b \$49,821

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

Estimated Actual Expenditures

Amount
a Reference Goal 1, Action 6
b \$60,568

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

Action 4**Planned Actions/Services**

2d
Facilities Improvement Committee will be working with School Works, a facilities consultant, to develop a plan for implementation of bond funds and

Actual Actions/Services

Facilities Improvement Committee worked with School Works, a facilities consultant, to develop a plan for implementation of bond funds and a prioritized list of ongoing

Budgeted Expenditures

Amount
a \$30,000
b \$153,500
c \$716,500

Source

Estimated Actual Expenditures

Amount
a \$0
b \$116,800
c \$350,000
d. \$17,000

Planned Actions/Services

a prioritized list of ongoing maintenance.
District seeks state facilities bond funds.

Actual Actions/Services

maintenance was created. The 14 member Facilities Improvement Committee consisted of administrators, certificated staff, classified staff, and parents. The committee met nine times during the school year to work on design and specifications for new construction.
A contractor was selected for the the project and construction will begin in the Summer of 2018. Plans have been submitted to the Department of State Architecture for a new library and two new classrooms. It is still to be determined we have funds to cover the entire plan and cuts may need to be made to stay within budge.
District worked with School Works to seek state facilities bond funds.

Budgeted Expenditures

a Fund 21
b Fund 21
c Fund 21

Budget Reference
a 4xxx supplies
b 5xxx services
c 6xxx Capital Outlay

Estimated Actual Expenditures

Source
a Fund 21
b Fund 21
c Fund 21
d Fund 21

Budget Reference
a 4xxx supplies
b 5xxx services
c 6xxx Capital Outlay
d 2xxx, 3xxx

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Planned Actions/Services

2e
 Maintain staffing of custodial, maintenance, office staff, crossing guard, materials, and contracts focused on health, wellness, and physical safety of students.

Actual Actions/Services

Staffing of custodial, maintenance, office staff, crossing guard, materials, and contracts focused on health, wellness, and physical safety of students were maintained.

Budgeted Expenditures

Amount
 a \$181,745
 b \$30,238
 c \$54,345
 d \$94,326
 e \$2,156
 f \$300
 g \$4,365

Source

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

Budget Reference

a GL-FN 1193-8100/8110
 Classified salary/benefits
 b GL-FN 1193-8100/8110

Estimated Actual Expenditures

Amount
 a \$205,526
 b \$30,851
 c \$53,645
 d \$113,724
 e \$2,631
 f \$300
 g \$4,812

Source

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

Budget Reference

a GL-FN 1193-8100/8110
 Classified salary/benefits
 b GL-FN 1193-8100/8110 supplies

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

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

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

The school site council determined that the existing Wellness Board Policy should be updated. A new policy was adopted by the school board. The School Site Council Wellness Philosophy document was included in the handbook for parents and students. The wellness philosophy document focuses on socio-emotional, wellness, safety, physical health, and environmental health.

Amount
Reference Goal 1, Action 6

Source

Budget Reference

Amount
Reference Goal 1, Action 6

Source

Budget Reference

Action 7

Planned Actions/Services

2g
Support Cafeteria program to provide high quality food.

Actual Actions/Services

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

Budgeted Expenditures

Amount
\$31,918

Source
Supp/Conc

Budget Reference
Obj 7616

Estimated Actual Expenditures

Amount
\$29,615

Source
Supp/Conc

Budget Reference
Obj 7616

Action 8

Planned Actions/Services

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.

Actual Actions/Services

Parent attendance data was tracked. Attendance at parent teacher conferences was good, but attendance at Back to School Night needs improvement. 3rd-8th grade teachers offered technology training to parents at the start of the school year both at Back to School Night and in written communication.

Budgeted Expenditures

Amount
Reference Goal 1, Action 2, t

Source

Budget Reference

Estimated Actual Expenditures

Amount
Reference Goal 1, Action 2, t

Source

Budget Reference

Action 9

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

2i
Offer administrative support of PTO and JCCEF.
Continue pep rallies and spirit days to support fundraising efforts.

Administrator attended PTO and JCCEF meeting and events. Pep rallies were held each trimester to encourage school spirit and to honor student participation in extracurricular events.
Pep rally was held prior to Panther Pentathlon to involve students in fundraising effort.

Amount
Reference Goal 1, Action 6

Source

Budget Reference

Amount
Reference Goal 1, Action 6

Source

Budget Reference

Action 10

Planned Actions/Services

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.

Actual Actions/Services

Teachers communicated regularly with families via weekly Tuesday note and/or updated classroom websites. Principal sent out a monthly newsletter, the Panther Press, to keep families informed about school events and issues.
Principal invited families to once monthly Coffee with the Principal to encourage informal conversation. Administration kept JCS website up to date, but discontinued Facebook page

Budgeted Expenditures

Amount
Reference Goal 1, Action 6
Reference Goal 1, Action 2, t

Source

Budget Reference

Estimated Actual Expenditures

Amount
Reference Goal 1, Action 6
Reference Goal 1, Action 2, t

Source

Budget Reference

Planned Actions/Services

Administration and LCAP Advisory Committee (School Site Council) send a parent survey and host LCAP Parent Focus Group Meeting to solicit input for LCAP.

Actual Actions/Services

due to lack of ability to keep ADA compliance.
 Administration and LCAP Advisory Committee (School Site Council) sent three parent surveys and hosted LCAP Parent Focus Group Meeting to solicit input for LCAP. Participation rates on the surveys were high, but only a small number of parents attended the Focus Group Meeting. Although there were not a lot of parents involved in the Focus Group, those that did attend were thoughtful, honest, and offered great perspectives. Main topics of discussion at Focus Groups were that parents need more training on how use the Google Suite so that they are able to monitor their student's work more closely now that there is less paper and pencil work in the older grades and desired changes to the school lunch/snack program.

Budgeted Expenditures**Estimated Actual Expenditures**

Action 11**Planned Actions/Services**

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.

Actual Actions/Services

Parents were surveyed to determine topic of interest for Parent Forum. Results indicated that supporting students in navigating peer relationships at school and online is a topic that parents are interested in discussing.
 The School Site Council will host one Parent Forum called Parents Helping Parents: Discussion Forum Managing Peer Friendships on May 30, 2018. Principal, school counselor, school counseling aide, and School Site Council members will attend forum to facilitate conversation.

Budgeted Expenditures

Amount
 Reference Goal 1, Action 6
 Reference Goal 1, Action 2, t

 Source

 Budget Reference

Estimated Actual Expenditures

Amount
 Reference Goal 1, Action 6
 Reference Goal 1, Action 2, t

 Source

 Budget Reference

Action 12**Planned Actions/Services**

2l
 Transportation to and from school will be provided for students living

Actual Actions/Services

Transportation to and from school was provided for students living within the district

Budgeted Expenditures

Amount
 a \$3,422
 b \$74,774

Estimated Actual Expenditures

Amount
 a \$3,355
 b \$54,252

Planned Actions/Services

within the district boundaries. Daycare will be offered to all students after school. After School Enrichment activities will be offered to all students.

Actual Actions/Services

boundaries. Daycare, After School Enrichment, and After School Academic Support classes were offered to all students after school. Free and reduced prices are given to students qualifying for free and reduced lunches.

Budgeted Expenditures

c \$15,421
d \$5,445
e \$9,194
f \$7,483
g \$102,812
h \$459

Source

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

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

Estimated Actual Expenditures

c \$17,306
d \$7,745
e \$7,700
f \$8,194
g \$106,812
h \$459

Source

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

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

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual 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.

The Jacoby Creek staff and administration implemented all of the planned actions and services in Goal #2.

The plans for the use of our 2.7 million dollar local facilities bond have been submitted to the Department of State Architecture (DSA) and some work will begin this summer. We will continue to work on qualifying for state facilities bond money for a second project.

Implementation of PBIS and fidelity to PBIS philosophies continued to be a focus for our school, and the SUMS grant has helped to move forward our MTSS. The MTSS team has determined that the focus of our work will be on finding ways to provide more Tier II academic intervention for students.

This is particularly needed in mathematics. The team will also focus on implementing protocols for students to facilitate restorative practices and support their peers in having social emotional success at school.

Parent engagement and communication were high priorities . The teachers and the administration support all parent groups by attending meetings of the Parent Teacher Organization, School Site Council, Athletics Committee, and Jacoby Creek Childrens Educational Foundation. Our school's two main fundraising efforts, the Panther Pentathlon and the Auction, were supported by staff and administration.

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

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 have developed a system for data collection and analysis. The SUMS grant has greatly helped us to improve our MTSS.

Parent survey results and Focus Group conversations indicate that most students feel safe at Jacoby Creek School although the results of the surveys did not meet the goals that we had set for ourselves.

Survey data indicates that stakeholders know how to be involved at school, feel welcome at school, and that people know how to find information regarding our school.

The Facilities Improvement Committee that was formed to develop plans for our school bond made excellent progress and work collaborative to develop plans for our bond project. These plans have been submitted to the Department of State Architecture (DSA). We will be submitting plans for a second project in hopes to qualify for state facilities bond money.

Although there was a decrease in the amount of money brought in by fundraising, the Panther Pentathlon and Auction brought in a combined total of more than \$90,000. We do not believe that it is realistic to expect to bring in 70K with our fall fundraiser annually. The goal is to bring in 60K with the Panther Pentathlon and 30K with the Spring Auction.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 3 and 5: At time of budget adoption, negotiations with CSEA had not been completed and budget was built around paying to the cap. Two yard duty monitors, two maintenance employees, and two secretaries have full paid Redwood health and welfare benefits which created material difference.
Action 4: Material difference is due to construction being budgeted for at budget adoption, but some projects are still in the planning phase so money has not been spent.
Action 12: Eliminated 2:15 bus run.

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

The SUMS grant will allow our staff to make improvements in our MTSS in the 2018-2019 school year. Goal 2a addresses changes in the LCAP. MTSS team will have release days to design and discuss implementation science for MTSS. Staff will receive professional development on Mindfulness instruction and restorative circles. A student council will also be formed to allow students more opportunity to take part in decision making.

Goal 2h is also modified to include a SELPA led parent night in order to encourage more parent participate for students with IEPs. The principal will also focus on more community education of why parent attendance at school events such as parent/teacher conferences, Open House, and Back to School Night is such an important component of student success. There will be increased communication regarding dates in order to facilitate planning/

Stakeholder Engagement

LCAP Year: 2018-19

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 one focus group meeting and sent surveys to parents and students in grades five and seven.

143 parents responded to the School Climate Survey, 173 parents responded to the Curriculum and Instruction Survey, and 144 parents responded to the Conditions of Learning Survey. The Parent Focus Group was attended by seven parents. 38 fifth grade students responded to the survey and 45 seventh grade students responded to the survey.

Board Meetings were held on 9/11/17, 10/9/17, 11/13/17, 12/11/17, 1/8/18, 2/12/18, 3/12/18, 4/9/18, 6/14/18, and 6/15/18.

September: Board members, members of the public, and staff members attended. Summary of LCAP goal, actions, metric, and expected outcomes was provided.

A revised final draft of the 2017-2018 LCAP was approved by the Board.

11 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.

11 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.

11 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.

Facilities Improvement Committee Members attended the meeting to present updated schematic site and building plans for new construction.

12 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.

Board approved a lease agreement for 100 new Chromebooks.

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.

13 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.

13 attendees

April: Board members, members of the public, and staff attended.

Summary of LCAP goal, actions, metric, and expected outcomes was provided.

Enrollment and attendance rate report was given.

11 attendees

Focus Group Meeting: Focus Group Meeting was held on 3/6/2018

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

7 attendees

Students in grades 5 and 7 were given the California Healthy Kids Survey

School Site Council Meetings: The School Site Council met on 9/12/17, 10/17/17, 11/7/17, 12/5/17, 1/9/17, 2/13/18, 3/13/18, 4/13/18, 5/15/18

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 8/23/17, 9/6/17, 10/4/17, 11/1/17, 12/6/17, 1/10/18, 2/7/18, 3/7/18, 4/4/18, 5/2/18

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 how to use the Google Suite and expressed the desire to be involved with the design and implementation of our new kitchen if we are able to qualify for state facilities bond money.

Staff feedback illuminated the need for more options for Tier II interventions for students in need of support in mathematics and more Tier I support of teaching students social emotional skills.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged

Goal 1

Increase Student Achievement

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 7, 8

Local Priorities: N/A

Identified Need:

In the spring of 2017, students at Jacoby Creek scored 44.1 points above the “meeting the grade level standard” in English Language Arts. CAASPP test results show that 72.09% of students at Jacoby Creek School met or exceeded the standard for Language Arts. Statewide, 48.56% of students met or exceeded the standard for Language Arts. The district needs to maintain high levels achievement.

In the spring of 2017, students at Jacoby Creek scored 33.7 points above the meeting the grade level standards in Mathematics. CAASPP test results show that 68.24% of students at Jacoby Creek met or exceeded the standard for Mathematics. Statewide, 37.56% of student met or exceed the standard for Mathematics. The district needs to maintain high levels of achievement.

Academic achievement is one of the founding principles of the school. Responses from parent survey data indicated that of the 177 respondents 90.70% of parents feel that their child’s academic needs are being met at school and 90.70% 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. Our NGSS Committee will continue to inservicie the staff in ways to implement immediately. Textbooks are projected to be available in 2018 and our NGSS committee will begin investigating the options.

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.

Stakeholder input from teaching staff has identified that more Tier II support is needed for students in mathematics.

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 Measureable Outcomes

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: 68.24% Met or exceeded standard Dashboard Performance Level: Green 33.7 points above Level 3 ELA: 72.09% Met or exceeded standard Met or Exceeded Dashboard Performance Level: Green 44.1 points above Level 3	Math: 68% Met or exceeded Dashboard Performance Level: Green Maintain 33 points above level ELA: 70% Met or exceeded Dashboard Performance Level: Green Maintain 44 points above level 3	Math: 68% Met or exceeded Dashboard Performance Level: Green Maintain 33 points above level ELA: 70% Met or exceeded Dashboard Performance Level: Green Maintain 44 points above level 3	Math: 68% Met or exceeded Dashboard Performance Level: Green Maintain 33 points above level ELA: 70% Met or exceeded Dashboard Performance Level: Green Maintain 44 points above level 3

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Performance on CAASPP in Math and Language Arts: SOCIO-ECONOMIC DISADVANTAGED % MEETING OR EXCEEDING STANDARD 1e, 1i

Math: 51% Met or exceeded
Dashboard Performance Level: Yellow
10.1 points below level 3 (medium)

Math: 52% Met or exceeded
Dashboard Performance Level: Green
Increase 3 points

Math: 53% Met or exceeded
Dashboard Performance Level: Green
Increase 2.5 points

Math: 59% Met or exceeded
Dashboard Performance Level: Green
Increase 2.5 points

Academic performance indicator (API) score.

No longer calculated by the state

Metric Classroom Assessment 1a, 1b, 1d

Local indicators show that 92% of K-8 students are meeting classroom math expectations.
Local indicators show that 92% of K-8 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 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 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 ELA expectations

Metrics/Indicators

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 CELDT testing. 1a, 1d, 1i

Baseline

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

2017-18

History Day: 86 Projects; 38 County
 Science Fair: 126 Projects; 22 County; 9 State
 Mathcounts: 27 participants
 Service Learning: 11 Classroom Projects
 Oral Language Fair: 81 students
 Athletics: 247 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

2018-19

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.

2019-20

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.

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Metric CALPADS
data Teacher
Assignments 1b, 1i

100% of teachers and
paraprofessionals are
classified as highly
qualified. No teacher
misassignment

100% of teachers and
paraprofessionals are
classified as highly
qualified. No teacher
misassignment

100% of teachers and
paraprofessionals are
classified as highly
qualified. No teacher
misassignment

100% of teachers and
paraprofessionals are
classified as highly
qualified. No teacher
misassignment

Metrics/Indicators

Metric Financial records for staffing Teacher Aide Assignments 1k

Baseline

TK and K classrooms have the support of a 4 hour per day aide.
 First grade classrooms have the support of a 1 hour per day aide.
 Class sizes in TK-3 shall not exceed 24 students without the support of an aide.
 Class sizes in 4-8 shall not exceed 26 students without the support of an aide.
 Aide time for large class sizes shall be provided as follows: 1-2 students over receives two hours per day, 3-4 students over receives three hours per day, and 4-5 students over receives four hours per day.

2017-18

TK and K classrooms have the support of a 4 hour per day aide.
 First grade classrooms have the support of a 1 hour per day aide.
 Two first grade classrooms have an additional two hours daily for larger class size.
 Two fifth grade classrooms have three hours daily for larger class size.
 Two sixth grade classrooms have three hours daily for larger class size.

2018-19

TK and K classrooms have the support of a 4 hour per day aide.
 First grade classrooms have the support of a 1 hour per day aide.
 Class sizes in TK-3 shall not exceed 24 students without the support of an aide.
 Class sizes in 4-8 shall not exceed 26 students without the support of an aide.
 Aide time for large class sizes shall be provided as follows: 1-2 students over receives two hours per day, 3-4 students over receives three hours per day, and 4-5 students over receives four hours per day.

2019-20

TK and K classrooms have the support of a 4 hour per day aide.
 First grade classrooms have the support of a 1 hour per day aide.
 Class sizes in TK-3 shall not exceed 24 students without the support of an aide.
 Class sizes in 4-8 shall not exceed 26 students without the support of an aide.
 Aide time for large class sizes shall be provided as follows: 1-2 students over receives two hours per day, 3-4 students over receives three hours per day, and 4-5 students over receives four hours per day.

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Metric Standards-aligned instructional resources and materials inventories and purchase records, annual board resolution of sufficiency of materials. 1c

.All students have access to appropriate standards aligned instructional materials.

All students have access to appropriate standards aligned instructional materials.
Common Core aligned ELA curriculum was adopted in the spring of 2017 and was used with fidelity during the 2017-2018 school year.

All students have access to appropriate standards aligned instructional materials.
NGSS curriculum previewed for possible adoption.

All students have access to appropriate standards aligned instructional materials.
NGSS curriculum purchased available.

Metric Professional development agendas, release day data, and roll-sheets 1e

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.

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.

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.

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.

Metrics/Indicators**Baseline****2017-18****2018-19****2019-20**

Metric BTSA
paperwork 1h

All teachers new to the profession will participate in an induction program with an experienced JCS mentor.

Two new to the profession classroom teachers participated in an induction program with an experienced JCS mentor. One new to the profession resource teacher participated in an induction program with support from a mentor from the Humboldt County Office of Education because there were no qualified mentors on staff at JCS.

One new to the profession classroom teacher will participate in an induction program with an experienced JCS mentor. One new to the profession resource teacher will participate in the induction program with the support of mentor from the Humboldt County Office of Education because there are no qualified mentors on staff at JCS.

All teachers new to the profession will participate in an induction program with an experienced JCS mentor.

Metric Parent and
student survey data
1d

90% of parents surveyed reported that their child's academic needs are being met at school always or most of the time. The California Healthy Kids Survey was administered in 5th and 7th grades. 71% of fifth grade surveyed students reported that students at

90% of parents surveyed reported that their child's academic needs are being met at school always or most of the time. The California Healthy Kids Survey was administered in 5th and 7th grades. 71% of fifth grade surveyed students reported that students at

92% of parents surveyed will report that their child's academic needs are being met at school always or most of the time at school. 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.

92% of parents surveyed will report that their child's academic needs are being met at school always or most of the time at school. The California Healthy Kids Survey will be administered in 5th and 7th grades. 75% of fifth grade surveyed students reported that students at Jacoby Creek School are motivated to

Metrics/Indicators

Baseline

Jacoby Creek School are motivated to learn most or all of the time.
82% 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."

2017-18

Jacoby Creek School are motivated to learn most or all of the time.
82% 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."

2018-19

85% 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."

2019-20

learn most or all of the time.
85% 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."
85% 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."

Metrics/Indicators

Contact log--EL
Coordinator and
teachers of EL
Student
CELDT/ELPAC
Scores
EL Reclassification
Rate

Baseline

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. A total of 9 students were tested 3 students were tested for 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.

2017-18

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. Anticipate reclassification for all returning students in 2017-2018, but reclassification will not be determined until ELPAC is administered. EL progress measured by local assessments including DIBELS, RESULTS, and classroom assessments. All EL students will show progress as measured by the ELPAC.

2018-19

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. Track reclassification rate. Track EL progress using local assessments including DIBELS, RESULTS, and classroom assessments. All EL students will show progress as measured by the ELPAC.

2019-20

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. All EL students will show progress as measured by the ELPAC. Track reclassification rate.

Metrics/Indicators**Baseline****2017-18****2018-19****2019-20**

Metric Attendance data: Monitor attendance rate and unexcused absence rate. 1f

2015-2016 District Attendance Rate 94.16%
2016-2017 P1=96.2%
2016-2017 P2=95.01%
Chronic absentee rate in 2016-2017 as 4/1/17=10.5%

2017-2018: District Attendance Rate 2017-2018 P2 = 94.66%
Chronic Absentee rate 2017-2018 = 8.5%

District Attendance Rate 2018-2019 P2= 95.5%
Chronic Absentee rate 2018-2019 = 8%

District Attendance Rate 2018-2019 = 96%
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.

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All students have access to after school enrichment and athletic opportunities

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7th and 8th grade students have access to advanced math courses.
All students have access to after school enrichment and athletic opportunities

Metrics/Indicators

Metric Parent attendance at IEP meetings Parents of student with disabilities attendance at parent teacher conferences. 1b

Baseline

Resource teacher and or speech pathologist meet at least three times each school year with parents/guardians of students with disabilities.

2017-18

Parents of three students with IEPs did not attend parent teacher conferences, and one parent of a student with an IEP requested to meet only with the general education teacher at conferences. Resource teacher met three times in the school year with parents of all other students on her caseload. We we unable to hire a speech teacher locally and as a result used TinyEYE to provide teletherapy. Therapists were not able to meet with parents at conferences and provided progress reports at conferences.

2018-19

Resource teacher and or speech pathologist will meet at least three times each school year with parents/guardians of students with disabilities. If teletherapy is used to provide speech services, therapists will not meet with parents at conferences but will provide detailed progress reports and meet once annually for IEP meeting.

2019-20

Resource teacher and or speech pathologist meet at least three times each school year with parents/guardians of students with disabilities.

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Computer inventory

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.

In January 100 new chromebooks were leased and students in grades 7 and 8 had one computer for each student.

One computer for every three students in TK-1.
One computer for every two students in 2-5.
One computer for every student in 6-8.

One computer for every three students in TK-1.
One computer for every two students in 2-3.
One computer for every student in 4-8.

Planned Actions/Services

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

Action #1

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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.

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.

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	\$100	\$250	\$
Source	LCFF RS 0000	0000	LCFF RS 0000
Budget Reference	GL-FN1110-3160 supplies	GL-FN1110-3160 supplies	GL-FN1110-3160 supplies

Action #2

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

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, library, PE, and a variety of enrichment activities. All students will attend at least one off campus field trip each year.

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.

Modified

2018-19 Actions/Services

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.

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.

Unchanged

2019-20 Actions/Services

N/A

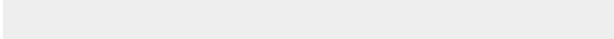
Budgeted Expenditures

Year	2017-18	2018-19	2019-20
-------------	----------------	----------------	----------------

Amount

a \$54,341
 b \$14,056
 c \$2,400
 d \$35,409
 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

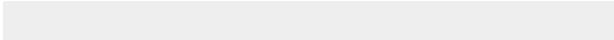
a \$58,068
 b \$15,226
 c \$1,800
 d \$46,281
 e \$7,514
 f \$6,100
 g Moved to 1d--Spanish instruction is now paid from After School Enrichment.
 h \$14,638
 i \$972
 j \$58,499
 k \$0 (Music teacher salary moved to certificated.)
 l \$1,122
 m \$659
 n \$61,193
 o \$101,213
 p \$68,603
 q \$750
 r \$42,461
 s \$173,653
 t \$2,165,572



Source

a LCFF, Lottery, Restricted Lottery, Foundation RS 0000,1100, 6300, 9012
 b LCFF, Foundation RS 0000, 9012

a LCFF, Lottery, Restricted Lottery, Title IV Foundation RS 0000,1100,4127, 6300, 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, 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,

b LCFF, Foundation RS 0000, 9012

c LCFF RS 0000

d LCFF RS 0000

e LCFF RS 0022, 0000

f LCFF RS 0000

g Moved to 1d

h Foundation RS 9012

i Foundation RS 9012

j LCFF, Foundation (RS 0000,9012)

k n/a

l LCFF, Foundation RS 0000,0202,
9012
m LCFF (RS 0000)
n LCFF RS 0221
o Special Education RS 0000, 3310,
3311, 6500, 7690
p Special Education RS 0000, 3310,
3311, 6500

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

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, SUMS

RS 0000, 0221, 1100, 1400, 3010, 4035, 5820, 7690, 7817

Budget Reference

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

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 moved to 1d Salary/Benefits

h GL-FN 1227-4100 Classified Salary/Benefits

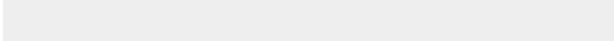
i GL-FN 1227-4100 supplies

j GL-FN 1228-1000 Certificated salary/benefits

k n/a

l GL-FN 1228-1000 supplies

m GL-FN 1228-1000 services



i GL-FN 1227-4100 supplies

j GL-FN 1228-1000 Certificated 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

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:

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

1c
 ELA Instructional materials aligned with CCSS are adopted and implemented.

 NGSS curriculum is developed by teachers

2018-19 Actions/Services

Instructional materials aligned with CCSS are used in all classes for math and ELA.

 NGSS curriculum is piloted if available.

2019-20 Actions/Services

Instructional materials aligned with CCSS are used in all classes for math and ELA.

 NGSS curriculum is adopted if available.

2017-2018.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$28,162	\$31,020	\$81,020
Source	LCFF, Restricted Lottery, RS 0212, 6300	LCFF, Restricted Lottery, RS 0212, 6300	LCFF, Restricted Lottery, RS 0212, 6300
Budget Reference	Obj 4110 and 4210	Obj 4110 and 4210	Obj 4110

Action #4

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

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.

2018-19 Actions/Services

1d
Other indicators of student performance (grades, behavior, extracurricular involvement, parent survey results) are monitored each trimester.

Students are identified for intervention by meeting with our At Risk Assessment Team. The team determines interventions and/or accommodations needed to assist the student and an Student Study Team Meeting is held with parents. Possible interventions include: instructional aides, reading specialist, school counselor, after school study hall/homework support as needed.

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

Amount			
Source	a Afterschool RS 0010, 7690 b Afterschool RS 0010 c Afterschool RS 0010	a Afterschool RS 0010, 7690 b Afterschool RS 0010 c Afterschool RS 0010	
Budget Reference	a GL-FN 8500-5000 Certificated salary/benefits b GL-FN 8500-5000 Classified salary/benefits c GL-FN 8500-5000 supplies	GL-FN 8500-5000 Certificated salary/benefits b GL-FN 8500-5000 Classified salary/benefits c GL-FN 8500-5000 supplies	

Action #5

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1e

1e

1e

Professional development/release time related to successful implementation of CCSS, instructional technology, NGSS, CAASPP, and/or BTSA.

Professional development/release time related to successful implementation of CCSS, instructional technology, NGSS, CAASPP, and/or BTSA.

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 student achievement and attend inservice.

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. MTSS Leadership team will

Upon review of CAASPP scores from 2017 professional development and/or release time will be provided to improve student achievement in identified areas.

analyse available resources identify affordable ways to provide Tier II intervention

Upon review of CAASPP scores from 2018 professional development and/or release time will be provided to improve student achievement in identified areas.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. Reference Goal 1, Action 2, t b. \$12,755	a. Reference Goal 1, Action 2, t b. \$8,849	a. Reference Goal 1, Action 2, b. \$7,000
Source	a. LCFF, Educator b. Effectiveness RS 0000, 6264	LCFF 0000	LCFF 0000
Budget Reference	a. Reference Goal 1, Action 2, t b. Obj 5210	a Reference Goal 1, Action 2, t b Obj 5210	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:

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1f

1f

N/A

Encouragement of good school attendance continues via providing parents information in the school newsletter, handbook, and at parent teacher conferences.

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.

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$125,579	\$125,572	
Source	LCFF RS0000, 7690	LCFF 0000, 7690	
Budget Reference	GL-FN 1110-2700 Certificated salary/benefits	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

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services**Select from New, Modified, or Unchanged for 2017-18**

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

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

CELDT scores and other assessments are reviewed to assess placement and growth of ELs.

If EL students are not making growth after a year, an SST meeting is held to determine

2018-19 Actions/Services

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

ELPAC scores and other classroom assessments are reviewed to assess placement and growth of ELs.

If EL students are not making growth after a year, an SST meeting is held to determine

2019-20 Actions/Services

N/A

additional services needed. If an EL student does not show growth over 2 years, then outside consultation is sought.

additional services needed. If an EL student does not show growth over 2 years, then outside consultation is sought.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,979	\$1,666	
Source	Supp/Conc	Supp/Conc	
Budget Reference	Obj 1105, 3xxx Certificated salary/benefits	Obj 1205, 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

Location(s)

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1h

N/A

Teacher induction program (BTSA) for new-to-service teachers if applicable.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,600		
Source	LCFF RS 0000		
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:

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

1i

Maintain student support services (counseling aide, reading specialist, school counselor, intervention services, instructional

2018-19 Actions/Services

1i

Maintain student support services (counseling aide, reading specialist, school counselor, intervention services, instructional

2019-20 Actions/Services

N/A

aides in TK and K).

Low income students are monitored to insure they are provided with necessary academic support.

aides in TK and K).

Low income students are monitored to insure they are provided with necessary academic support.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<p>a \$46,131</p> <p>b \$11,682</p> <p>c \$14,839</p> <p>d \$31,080</p>	<p>a \$54,593</p> <p>b \$16,666</p> <p>c \$14,949</p> <p>d \$35,677</p>	<p>a \$46,131</p> <p>b \$11,682</p> <p>c \$14,839</p> <p>d \$31,080</p>
Source	<p>a Supp/Conc</p> <p>b Supp/Conc</p> <p>c Supp/Conc</p> <p>d Supp/Conc</p>	<p>a Supp/Conc</p> <p>b Supp/Conc</p> <p>c Supp/Conc</p> <p>d Supp/Conc</p>	<p>a Supp/Conc</p> <p>b Supp/Conc</p> <p>c Supp/Conc</p> <p>d Supp/Conc</p>

Budget Reference

a GL-Fn 1191-3100 Classified salary/benefits	a GL-Fn 1191-3100 Classified salary/benefits	a GL-Fn 1191-3100 Classified salary/benefits
b Obj 2218, 3xxx classified Salary/benefits	b Obj 2218, 3xxx classified Salary/benefits	b Obj 2218, 3xxx classified Salary/benefits
c Obj 1205, 3xxx Certificated salary/benefits	c Obj 1205, 3xxx Certificated salary/benefits	c Obj 1205, 3xxx Certificated salary/benefits
d Obj 2100, 3xxx Classified salary/benefits	d Obj 2100, 3xxx Classified salary/benefits	d Obj 2100, 3xxx Classified salary/benefits

Action #10

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

1j

After school daycare will be provided as needed for families of unduplicated students.

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.

Transportation to and from school will be provided for student living in the district boundaries.

2018-19 Actions/Services

1j

After school daycare will be provided as needed for families of unduplicated students.

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.

Transportation to and from school will be provided for student living in the district boundaries.

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

Amount	a \$6,570	a. \$14,183	
	b \$7,116	b \$27,897	
Source	a Supp/ Conc	a Supp/ Conc	
	b Supp/ Conc	b Supp/ Conc	
Budget Reference	a RS 0011, Obj 8980	a RS 0010	
	b RS 0010, Obj 8980	b RS 0011	

Action #11

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$55,607	\$120,010	
Source	LCFF, Lottery RS 0000, 1100	LCFF, Lottery, SUMS (RS 0000, 1100, 7817)	

Budget Reference

GL-FN 1110-1000 Classified salary/benefits

GL-FN 1110-1000 Classified salary/benefits

Action #12

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

11

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.

Technology instruction with a technology instructor will be provided for all students in grades 3-6 will be provided.

Staff and student computers will be maintained by a technology coordinator.

11

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.

Necessary computer related supplies will also be provided.
 Technology instruction with a technology instructor will be provided for all students in grades 3-6 will be provided.

Staff and student computers will be maintained by a technology coordinator.

11

Computer to student ratio of:
 1 computer for every student in grades 4-8
 1 computer for every two students in grades TK-3.
 Necessary computer related supplies will also be provided.

Technology instruction with a technology instructor will be provided for all students in grades 3-6 will be provided.

Staff and student computers will be maintained by a technology coordinator.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a \$41,561 b \$37,020	a \$16,601 b \$57,910	a \$16,601 b \$67,128

Source	a LCFF RS 0000, 0023, 0228 b LCFF RS 0000, 0023, 0228	a LCFF RS 0000, 0023, 0228 b LCFF RS 0000, 0023, 0228, 4127, Title IV	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	a GL-FN 1133-1000 supplies b GL-FN 1133-1000, 1110-1000-5610 services	a GL-FN 1133-1000 supplies b GL-FN 1133-1000 services

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

Unchanged

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 6

Local Priorities:

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.

Local survey data indicates that 87% of fifth grade students feel safe at school ALL or MOST OF THE TIME

Local survey data indicates that 93% of seventh grade students feel between NEITHER SAFE NOR UNSAFE and VERY SAFE at school. The district will continue to focus on fidelity to PBIS and restorative practices. Stakeholder feedback has demonstrated that there more Tier I emphasis on conflict resolution and social emotional teaching is needed to increase school safety and lower number of playground behavior incidences.

The Facilities Improvement Committee will continue to meet in order monitor the implementation the building project using our local facilitates bond money and to develop plans for a second project while we seek state facilities bond money.

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

In order to Increase parent attendance at Back to School Nigh and parent/teacher conferences, the school will increase communication about the events and increase parent education of the importance of the information shared.

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.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
---------------------------	-----------------	----------------	----------------	----------------

Parent (via site council) and student survey data
*CHKS given biannually and local indicator survey given on off years.

2a-2c, 2e

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

92.91% of parents surveyed report that their child feels safe at school ALWAYS or MOST OF THE TIME.

10% of parents reported that their child RARELY or SOMETIMES feels safe on the playground.

Local survey data indicates that 87% of fifth grade students feel safe at school ALL or MOST OF THE TIME

Local survey data indicates that 93% of seventh grade students feel between NEITHER SAFE NOR UNSAFE and VERY SAFE at school

95% 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 VERY SAFE at school.

95% 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>Staff incident reports. 2a-2c, 2e</p>	<p>An average of 38 incidents were reported monthly.</p>	<p>An average of 41 incidents were reported monthly.</p>	<p>An average of 30 incidents were reported monthly.</p>	<p>An average of 30 incidents were reported monthly.</p>
<p>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% 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>Financial records from fundraisers. 2i</p>	<p>Annual Panther Pentathlon=\$70,000 Annual Auction: Approximately \$27,000 (Final number still pending as of 4/1/17)</p>	<p>JCEFF meets target goal of \$55,000 from Panther Pentathlon and \$30,000 from Auction.</p>	<p>JCEFF meets target goal of \$55,000 from Panther Pentathlon and \$30,000 from Auction.</p>	<p>JCEFF meets target goal of \$55,000 from Panther Pentathlon and \$30,000 from Auction.</p>

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 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 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 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.

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.

Notes from Facilities Improvement Committee Meetings with list of priorities for new building and ongoing maintenance.

Notes from Facilities Improvement Committee Meetings with list of priorities for new building and ongoing maintenance.

Notes from Facilities Improvement Committee Meetings with list of priorities for new building and ongoing maintenance.

Financial records for cafeteria and participation numbers.
2g

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.

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

n/a

JPA Risk Management Report, Inspection conducted by JPA 2d

Risk Management Report found only minor safety issues.

Risk Management Report found only minor safety issues. Request for all hot pots to be unplugged when not in use, one fire extinguisher was overdue for an annual inspection, exits in bus garage needed to be cleared, exposed steel on play structure needs to be replaced.

Risk Management Report found only minor safety issues.

Risk Management Report found only minor safety issues.

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.

71% of students were represented at Back to School Night.
96% of students were represented at Fall Conferences.
97% of students were represented at Spring Conferences.

90% of students were represented at Back to School Night.
98% of students were represented at Fall Conferences.
98% of students were represented at Spring Conferences.

90% of students were represented at Back to School Night.
98% of students were represented at Fall Conferences.
98% of students were represented at Spring Conferences.

Calendar of Coffee with the Principal Weekly notes from

Principal hosts Coffee with the Principal once monthly. Average of

Principal hosts Coffee with the Principal once monthly.

Principal hosts Coffee with the Principal once monthly.

Principal hosts Coffee with the ? Principal once monthly.

teachers to families
Updated teacher
websites

Panther Press
Newsletters

Up to date JCS
website and
Facebook page

Eblast records

2j

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
(Facebook discontinued
due to lack of ability to
maintain ADA
compliance).

E-blasts are used to keep
parents informed of
information arising
between newsletters

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.

E-blasts are used to keep
parents informed of
information arising
between newsletters.

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.

E-blasts are used to keep
parents informed of
information arising
between newsletters.

Average of 10 parents
attend.

Teachers in TK-6 send
weekly Tuesday note to
families.

Seventh and eighth grade
teacher?s maintain up to
date classroom websites.

Principal sends monthly
Panther Press Newsletter.

Principal and tech
coordinator kee?p 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.

<p>Number of parents attending decision making meeting and survey response rates.</p> <p>2j</p>	<p>10% of families attended LCAP Focus Group Meetings.(3 meeting were hosted.)</p> <p>177 parents responded to survey.</p>	<p>Focus Groups will be hosted annually.</p> <p>143 parents responded to the School Climate Survey, 173 parents responded to the Curriculum and Instruction Survey, and 144 responded to the Conditions of Learning Survey. This is an average of 153 responses.</p>	<p>Focus Groups will be hosted annually.</p> <p>Survey response rate increases by 10.</p>	<p>Focus Groups will be hosted annually.</p> <p>Survey response rate increases by 10.</p>
<p>Attendance sign in sheet</p> <p>Survey results</p> <p>2k</p>	<p>New action, no baseline</p>	<p>Survey results indicate parent interest in Parent Forum topic</p> <p>Interested parents attend Parent Forum.</p>	<p>Survey results indicate parent interest in Parent Forum topic</p> <p>Interested parents attend Parent Forum.</p>	<p>Survey results indicate parent interest in Parent Forum topic</p> <p>Interested parents attend Parent Forum.</p>
<p>Facilities Inspection Tool (FIT) data.</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>

Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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.

Jacoby Creek School received a California Scale-Up MTSS Statewide grant. A leadership team of eight staff members was formed. This team will met for four full day training days and four teaming days.

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.

Year Two of California Scale-Up MTSS Statewide grant. A leadership team of eight staff members will meet four times for full day articulation day to design and discuss implementation science for MTSS.

A Student Council will be formed and facilitated by a credentialed teacher in order to create opportunities for student voice and allow students opportunities to be involved in improving school climate and JCS school spirit.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

Amount	a \$20,941 b \$11,682	a \$20,650 b \$16,666	
Source	a LCFF RS 0000, 7690 b LCFF RS 0000	a LCFF RS 0000, 7690 b LCFF RS 0000 c. see 1b SUMS	
Budget Reference	a GL-FN 1191-3110 Certificated salary/benefits b GL-FN 1191-3110 Classified salary/benefits	a GL-FN 1191-3110 Certificated salary/benefits b GL-FN 1191-3110 Classified salary/benefits c see 1b SUMS	

Action #2

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2b

N/A

N/A

Safety Plan - ongoing review by School Site Council.

Administrator updates disaster plan annually to reflect staff changes.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	Reference Goal 1, Action 6		
Source	Reference Goal 1, Action 6		
Budget Reference	Reference Goal 1, Action 6		

Action #3

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

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

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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.

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.

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

a Reference Goal 1, Action 6

b \$49,821

a Reference Goal 1, Action 6

b \$69,587

Source	a Reference Goal 1, Action 6	a Reference Goal 1, Action 6	
	b LCFF RS 0000	b LCFF RS 0000	
Budget Reference	A Reference Goal 1, Action 6	A Reference Goal 1, Action 6	
	b GL-FN 1110-1000 Obj 2900 Classified salary/benefits	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:

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

2017-18 Actions/Services

2d
 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.

 District seeks state facilities bond funds.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Implement plan for facilities using bond money. Implement ongoing maintenance plan.

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a \$30,000 b \$153,500 c \$716,500	a \$31,083 b \$116,800 c \$500,000	

Source	a Fund 21	a Fund 21	
	b Fund 21	b Fund 21	
	c Fund 21	c Fund 21	
Budget Reference	a 4xxx supplies	a 2xxx, 3xxx, classified salary/benefits	
	b 5xxx services	b 5xxx services	
	c 6xxx Capital Outlay	c 6xxx Capital Outlay	

Action #5

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

2017-18 Actions/Services

2e
Maintain staffing of custodial, maintenance, office staff, crossing guard, materials, and contracts focused on health, wellness, and physical safety of students.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

2e
Maintain staffing of custodial, maintenance, office staff, crossing guard, materials, and contracts focused on health, wellness, and physical safety of students.

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a \$181,745 b \$30,238 c \$54,345 d \$94,326 e \$2,156 f \$300 g \$4,365	a \$223,985 b \$27,766 c \$188,335 d \$120,348 e \$2,689 f \$300 g \$5,820	a \$223,985 b \$27,766 c \$88,335 d \$120,348 e \$2,689 f \$300 g \$5,820

Source

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

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

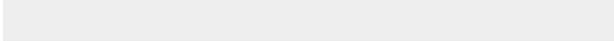
e LCFF RS 0000

f LCFF RS 0000

g LCFF RS 0000

Budget Reference

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



Action #6

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2f

N/A

N/A

Review school wellness policy annually (Site Council).

Implement changes.

Budgeted Expenditures

Year **2017-18**

2018-19

2019-20

Amount

Reference Goal 1, Action 6

Source	Reference Goal 1, Action 6		
Budget Reference	Reference Goal 1, Action 6		

Action #7

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
Low Income	LEA-Wide	All Schools

Actions/Services

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2g

Support Cafeteria program to provide high quality food.

2g

Support Cafeteria program to provide high quality food.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$31,918	\$42,527	
Source	Supp/Conc	Supp/Conc	
Budget Reference	Obj 7616	Obj 7616	

Action #8

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2h

2h

N/A

Track parent attendance data for school events such as Back to School Night, fall and spring parent conference, and House.

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.

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.

SELPA representative will offer a Parent Night for parents of students with IEP plans to encourage attendance at parent teacher

conferences and help establish working relationships between school staff and parents in order best support students with IEP plans.

Dates of Back to School Nights, parent conferences, and Open House for the 2018-2019 school year were shared with families in the spring of 2018. Principal and classroom teachers will send multiple reminders to parents of upcoming events and school newsletter will explain benefits of attending these events to families.

Budgeted Expenditures

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

Action #9

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2i

N/A

N/A

Offer administrative support of PTO and JCCEF.

Continue pep rallies and spirit days to support fundraising efforts.

Budgeted Expenditures

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

Action #10

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

2017-18 Actions/Services

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.

Select from New, Modified, or Unchanged for 2018-19

Unchanged

2018-19 Actions/Services

N/A

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

N/A

Budgeted Expenditures

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

Action #11

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

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.

2018-19 Actions/Services

2k

Parents will be surveyed to determine topic of interest for Parent Forum.

JCS will host two Parent Forums.

Principal and staff members relevant to topic will attend forum to facilitate conversation.

2019-20 Actions/Services

N/A

Budgeted Expenditures

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

Action #12

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

2017-18 Actions/Services

21

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 students.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

21

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 students.

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

21

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 students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

Amount			
	a \$3,422	a \$3,355	a \$3,355
	b \$74,774	b \$57,287	b \$58,283
	c \$15,421	c \$17,320	c \$17,320
	d \$5,445	d \$7,745	d \$8,245
	e \$9,194	e \$7,700	e \$8,823
	f \$7,483	f \$8,194	f \$8,194
	g \$102,812	g \$104,784	g \$104,784
	h \$459	h \$400	h \$400
Source			
	a Transportation RS 0210	a Transportation RS 0210	a Transportation RS 0210
	b Transportation RS 0210	b Transportation RS 0210	b Transportation RS 0210
	c Athletics RS 0035	c Athletics RS 0035	c Athletics RS 0035
	d Athletics RS 0035	d Athletics RS 0035	d Athletics RS 0035
	e Athletics RS 0035	e Athletics RS 0035	e Athletics RS 0035
	f LCFF RS 0000, 0230	f LCFF RS 0000, 0230	f LCFF RS 0000, 0230
	g Daycare RS 0011	g Daycare RS 0011	g Daycare RS 0011
	h Daycare RS 0011	h Daycare RS 0011	h Daycare RS 0011

**Budget
Reference**

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

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.

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. Students of trauma and low SES need additional qualified adults to assist with behavioral needs and offer support to their families.

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. Providing these services at a reduced cost for low SES students allows for students and families to feel connected to, and supported by the school. Goal 1 Action 10

Instructional aides will be provided in kindergarten classrooms in order to support unduplicated students in transitioning into elementary school. Paraprofessionals can lower the adult to student ratio and can be assigned to targeted students to give additional academic support. Goal 1 Action 11

An EL Coordinator will consult with classroom teachers to provide appropriate instruction and supports for EL students. Having a designated person to coordinate EL testing and know the student information on a personal basis allows the coordinator personalize the information to classroom teachers. 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. Following the MTSS Model, the intervention program provides targeted instruction to identified students. Goal 1 Action 9

The district will support a lunch program to provide healthy lunches at free and reduced prices for socio-economically disadvantaged students. Students of low SES need to be provided nutritious food at school in order to learn and grow. Goal 2 Action 7

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$173,307

Percentage to Increase or Improve Services

4.90%

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.

The Jacoby Creek School District expects to receive approximately \$173,307 in supplemental/concentration funding for the 2018-2019 school year and has budgeted \$208,158 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. Students of trauma and low SES need additional qualified adults to assist with behavioral needs and offer support to their families.
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. Providing these services at a reduced cost for low SES students allows for students and families to feel connected to, and supported by the school. Goal 1 Action 10

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An EL Coordinator will consult with classroom teachers to provide appropriate instruction and supports for EL students. Having a designated person to coordinate EL testing and know the student information on a personal basis allows the coordinator personalize the information to classroom teachers.
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. Following the MTSS Model, the intervention program provides targeted instruction to identified students. Goal 1 Action 9

The district will support a lunch program to provide healthy lunches at free and reduced prices for socio-economically disadvantaged students. Students of low SES need to be provided nutritious food at school in order to learn and grow. Goal 2 Action 7