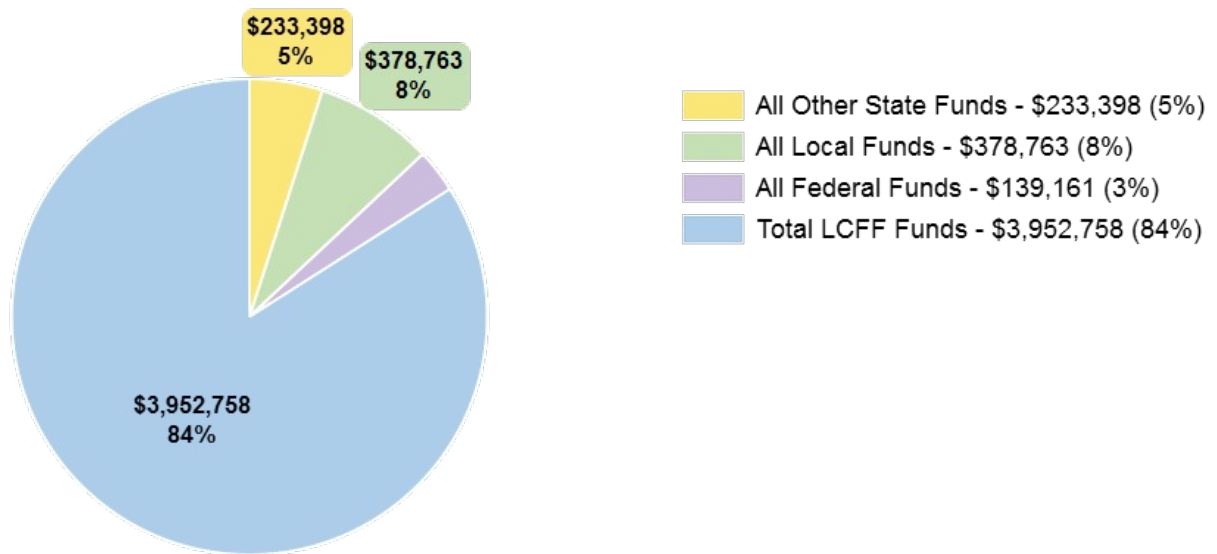


LCFF Budget Overview for Parents

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

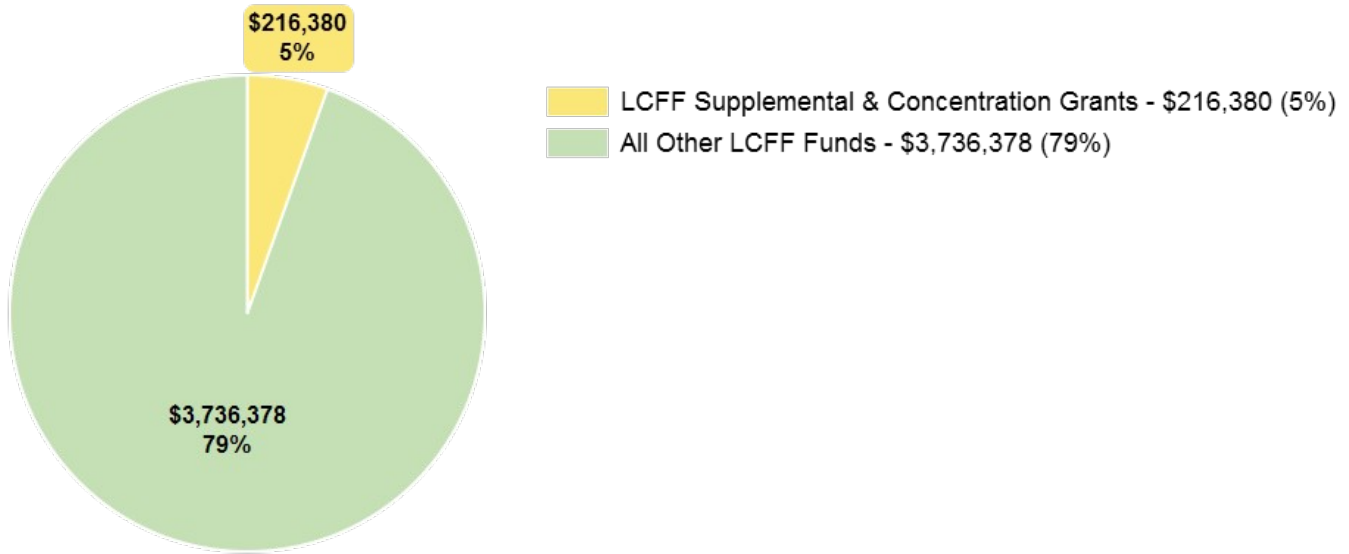
Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$233,398	5%
All Local Funds	\$378,763	8%
All Federal Funds	\$139,161	3%
Total LCFF Funds	\$3,952,758	84%

Breakdown of Total LCFF Funds



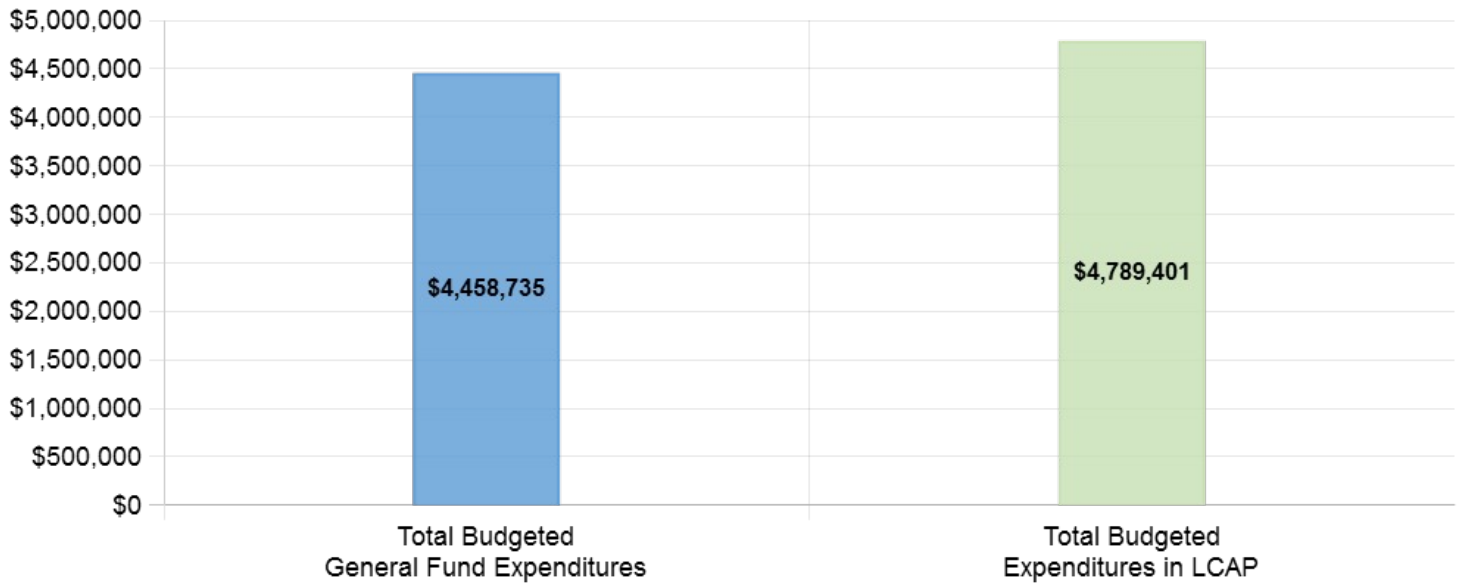
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	\$216,380	5%
All Other LCFF Funds	\$3,736,378	79%

These charts show the total general purpose revenue Jacoby Creek Elementary expects to receive in the coming year from all sources.

The total revenue projected for Jacoby Creek Elementary is \$4,704,080, of which \$3,952,758 is Local Control Funding Formula (LCFF), \$233,398 is other state funds, \$378,763 is local funds, and \$139,161 is federal funds. Of the \$3,952,758 in LCFF Funds, \$216,380 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

Budgeted Expenditures



Source	Funds
Total Budgeted General Fund Expenditures	\$4,458,735
Total Budgeted Expenditures in LCAP	\$4,789,401

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

Jacoby Creek Elementary plans to spend \$4,458,735 for the 2019-20 school year. Of that amount, \$4,789,401 is tied to actions/services in the LCAP and \$-330,666 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

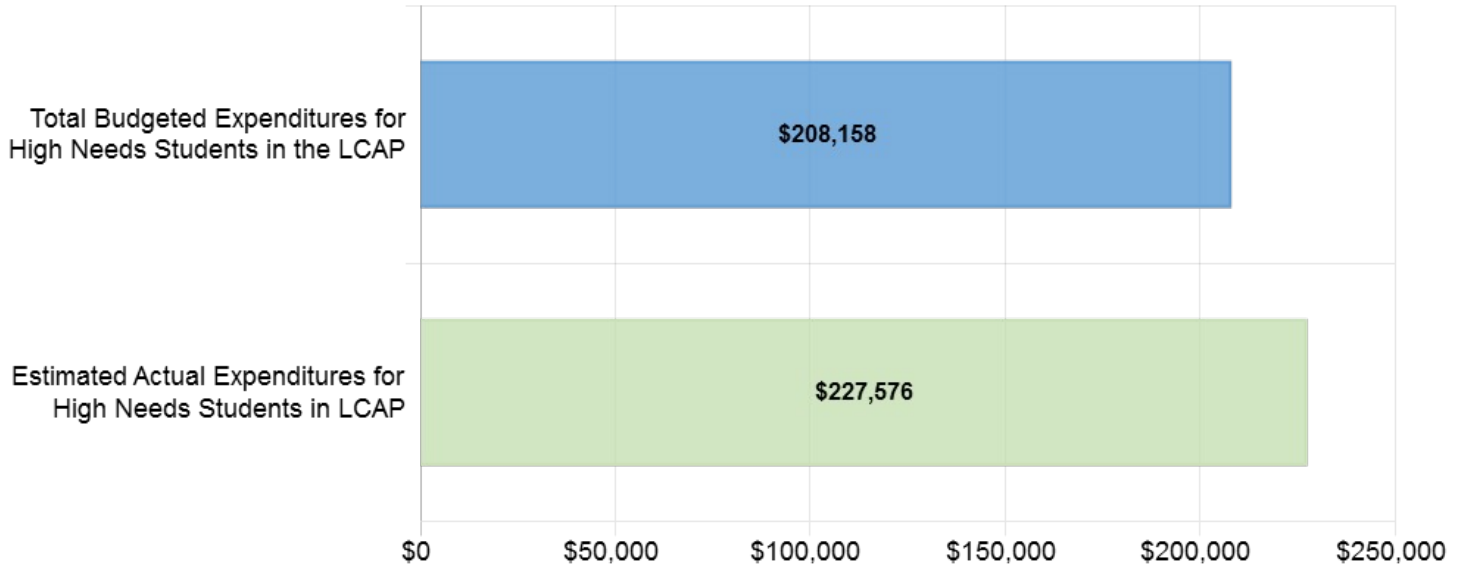
The central office expenditures are not included in the LCAP. This totals \$356,596 and includes the superintendent, business services contract with Northern Humboldt Union High School District, payment of a facilities loan, utilities, etc. The LCAP includes \$46,950 in litigation settlement. The negative balance reflected in Expenditures Not in the LCAP is a result of the inclusion of local bond funds.

Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, Jacoby Creek Elementary is projecting it will receive \$216,380 based on the enrollment of foster youth, English learner, and low-income students. Jacoby Creek Elementary must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Jacoby Creek Elementary plans to spend \$219,727 on actions to meet this requirement.

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

Current Year Expenditures: Increased or Improved Services for High Needs Students



Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	\$208,158
Estimated Actual Expenditures for High Needs Students in LCAP	\$227,576

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

In 2018-19, Jacoby Creek Elementary's LCAP budgeted \$208,158 for planned actions to increase or improve services for high needs students. Jacoby Creek Elementary estimates that it will actually spend \$227,576 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2019-20

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	Contact Name and Title	Email and Phone
Jacoby Creek Elementary	Melanie Nannizzi	mnannizzi@jcsk8.org
	Superintendent/Principal	(707) 822-4896

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 2018-2019 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 assistant superintendent, one superintendent/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 Interventions and Support (PBIS) Leadership Team, a Facilities Improvement Committee, and a Board of Trustees.

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

Student Group Percent of Total Enrollment

Black or African American 1.9 %

American Indian or Alaska Native 3.1%

Asian 5.1 %

Filipino 1.2 %

Hispanic or Latino 12.1 %

Native Hawaiian or Pacific Islander 0.2 %

White 76.1%

Student Group (Other) Percent of Total Enrollment

Socioeconomically Disadvantaged 29 %

English Learners 0.8 %

Students with Disabilities 12.6 %

Foster Youth 1.5%

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.

Low Performing Student grant will be used to provide Tier II mathematics support.

Goal 2: MTSS Leadership team will meet monthly to continue to support PBIS and strategies that are in place to support student academic, social emotional, and behavioral success. We have made a lot of changes and improvements in the last two years and we are invested in monitoring/evaluating efficacy in the 2019-2020 school year.

Review of Performance

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

performance for these students.

Greatest Progress

Goal 1: Academic Achievement

The California Dashboard indicates that Jacoby Creek School met the High (Green) performance level in mathematics and the Blue performance level in English Language Arts when looking at the performance of all students. In English

Language Arts all students were 66.1 points above level 3 and in Mathematics all students were 34.9 points above level 3. Socioeconomically Disadvantaged students scored in the Green performance level in

Math and in the Blue performance level in Language Arts.

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 and was at 4.3% in May of the 2018-2019 school year.

District Attendance Rate was over 95%.

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 approved. The plans for a second phase which will use State Facilities Bond money were also submitted to DSA and approved.

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). Mindfulness Inservice was offered for all staff and the current focus is to develop a literature based Tier 1 social emotional curriculum for our staff.

Fundraising goals were met.

Referring to the LCFF Evaluation Rubrics, there are no 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, there are no areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators.

Certificated and classified staff provided direct instruction to students in conflict resolution. School wide assemblies were held at the beginning of the school year and after every break in order to teach/reteach

expectations and conflict resolution steps.

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

Greatest Needs

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.

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

Performance Gaps

No student groups performed two or more performance levels below the "all student" performance. Using the Low Performing Student Grant the district would like to offer more Tier 2 support for students in the area of mathematics.

Comprehensive Support and Improvement

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

Schools Identified

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

Jacoby Creek School District has not been identified for CSI.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Annual Update

LCAP Year Reviewed:

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

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

MET Math: 69.34% Met or exceeded
MET Dashboard Performance Level: Green
MET 34.9 points above level
MET ELA: 82.66% Met or exceeded
MET Dashboard Performance Level: Blue
MET 66.1 points above level 3

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

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

NOT MET Math: 50% Met or exceeded
MET Dashboard Performance Level: Green
MET Increase 3.3 points

No longer calculated by the state

API No longer calculated by the state

Expected

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

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

1.5 Metric: Other student outcomes. Participation numbers of student achievement in performance tasks and projectbased 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

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

NOT MET

Local indicators show that 88% of K-8 students are meeting classroom math expectations.

Local indicators show that 85% of K-8 students are meeting classroom writing expectations

Local indicators show that 83% of K-8 students are meeting classroom reading expectations

MET

History Day: 84 Projects; 4 State

Science Fair: 128 Projects; 4 State

Math Counts: 17 Participants

Service Learning: Classroom Projects

Oral Language Fair: 58 Participants

Athletics: 235 Participants

Academic Support Classes: 71 students Session 1, 76 Students

Session II, 47 Students Session III

After School Enrichment Classes: 175 students

Physical Fitness Testing Results: 45% met 6/6 standards

Student Study Team Meetings: 17 Students

DIBELS: All student K-3 screened and new students at grades 4-8.

Expected

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

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

1.7 Metric: Financial records for staffing Teacher Aide Assignment 1l

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.

Actual

MET

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

MET

TK and K classrooms had the support of a 4 hour per day aide.
First grade classrooms had the support of a 1 hour per day aide.
Class sizes in TK-3 have not exceed 24 students without the support of an aide.
Class sizes in 4-8 have not exceed 26 students without the support of an aide.
Aide time for large class sizes was 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.
Both second grade classes, both fifth grade classes, both sixth grade classes, and both seventh grade classes were provided instructional aide support due to large class size.

Expected

1.8 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.
NGSS curriculum previewed for possible adoption.

1.9 Metric: Professional development agendas, release day data, and rollsheets 1e

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.

1.10 Metric: BTSA paperwork 1h

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.

Actual

MET

All students have access to appropriate standards aligned instructional materials.
NGSS team has attended Humboldt County Office of Education curriculum adoption workshops and faires.

MET

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.

MET

One new to the profession resource teacher participated 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.
No other teachers were new to the profession.

Expected

1.11 Metric: Parent and student survey data 1d
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.
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."

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

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.

Actual

MET 94% of parents surveyed will report that their child's academic needs are being met at school always or most of the time at school.
NOT MET 82% 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.
NOT MET 81% 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."

MET EL Coordinator met with teachers of EL students a minimum of three times annually to ensure access to state standards and the ELD standards for ELs.
MET Tracked reclassification rate.
MET Tracked EL progress using local assessments including DIBELS, RESULTS, and classroom assessments. All Unable to report EL students progress as measured by the ELPAC as it has not yet been administered.

Expected

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

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

1.14 Metric: Class Schedules for Art, Music, PE, 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

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

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

If tele-therapy 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.

Actual

MET

District Attendance Rate 2018-2019 P2= 95.75%
Chronic Absentee rate 2018-2019 as of 5/7/19= 4.3%

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

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 provided detailed progress reports and meet once annually for IEP meeting.

Expected

1.15 Metric: Computer inventory 1l

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.

Actual

MET

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.

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

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.

Actual Actions/Services

1a CAASPP results were 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.

Budgeted Expenditures

\$250
Source
LCFF RS 0000
Budget Reference
GL FN 1110 3160 supplies

Estimated Actual Expenditures

\$250 LCFF (RS 0000) GL-FN
1110-3160 supplies

Action 2

Planned 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.

Actual Actions/Services

Students received 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 have access to a broad course of study that includes art, music, library, PE, and a variety of enrichment activities. All students, excluding TK students, attended at least one off campus field trip.

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.

Budgeted Expenditures

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

Estimated Actual Expenditures

a \$63,791 LCFF, Lottery, Restricted Lottery, SUMS Grant, Foundation (RS 0000, 1100, 6300, 7817, 9012) GL-FN 1110-1000 Obj 4310
 b \$19,226 LCFF, Foundation (RS 0000, 9012) Obj 5207 & 5801
 c \$1,325 LCFF (RS 0000) GL-FN 1110-1000 Obj 5805
 d \$46,235 LCFF (RS 0000) GL-FN 1110-2420 Classified salary/benefits
 e \$9,300 LCFF (RS 0022, 0000)GL-FN 1110-2420 supplies
 f \$6,100 LCFF (RS 0000) GL-FN 1110-2420 services
 g Moved to 1d--Spanish instruction is now paid from After School Enrichment.

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

Lottery, Title IV Foundation RS
 0000,1100,4127,6300, 9012
 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
 q Special Education RS 0000,
 3310, 3311, 6500
 r Special Education RS 0000,
 3310, 3311, 6500
 s Special Education RS 0000,

h \$15,354 Foundation (RS 9012)
 GL-FN 1227-4100 Classified
 salary/benefits
 i \$972 Foundation (RS 9012) GL-
 FN 1227-4100 supplies
 j \$58,418 LCFF, Foundation (RS
 0000, 9012) GL-FN 1228-1000
 Certificated salary/benefits
 k \$0 (Music teacher salary moved
 to certificated.)
 l \$1,122 LCFF, Foundation (RS
 0000, 9012) GL-FN 1228-1000
 supplies
 m \$659 LCFF (RS 0000) GL-FN
 1228-1000 services
 n \$61,110 LCFF (RS 0221) GL-
 FN 1310-1000 Certificated
 salary/benefits
 o \$100,974 Special Education
 (RS 0000, 3310, 3311, 6500,
 7690) Goal 5xxx Certificated

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

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 GLFN 11101000 Obj 4310

b Obj 5207 and 5801

c GLFN 11101000 Obj 5805

d GLFN 11102420 Classified Salary/Benefits

e GLFN 11102420 Supplies

f GLFN 11102420 services

g moved to 1d

Salary/Benefits

h GLFN 12274100 Classified Salary/Benefits

i GLFN 12274100 supplies

j GLFN 12281000 Certificated Salary/benefits

k n/a

l GLFN 12281000 supplies

m GLFN 12281000 services

n GLFN 13101000 Certificated Salary/benefits

o Goal 5xxx Certificated

Salary/benefits

salary/benefits

p \$68,108 Special Education (RS 0000, 6500) Goal 5xxx Classified salary/benefits

q \$750 Special Education (RS 0000, 6500) Goal 5xxx supplies

r \$98,147 Special Education (RS 0000, 6500) Goal 5xxx services

s \$185,751 Special Education (RS 0000, 6500) Goal 5xxx Chargeback/Indirect

t \$2,164,390 LCFF, EPA, Title I, Title II, REAP (RS 0000, 0221, 1100, 1400, 3010, 4035, 5829, 7690) Classroom teachers, advisors, subs

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

p Goal 5xxx
ClassifiedSalary/benefits
q Goal 5xxx supplies
r Goal 5xxx services
s Goal 5xxx Chargeback/Indirect
t GLFN 11101000 Certificated
Salary/benefits

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

NGSS curriculum is piloted if available.

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

NGSS curriculum units were piloted in classrooms.

\$31,020
LCFF, Restricted Lottery, RS
0212, 6300
Obj 4110 and 4210

\$13,381 LCFF , Restricted Lottery
(RS 0212, 6300) Obj 4110

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 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.

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.

a \$12,288
b \$20,342
c \$2,000

Source

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

Budget Reference

a GLFN 85005000 Certificated salary/benefits
b GLFN 85005000 Classified salary/benefits
c GLFN 85005000 supplies

a \$12,172 After school (RS 0010, 7690) GL-FN 8500-5000
Certificated salary/benefits

b \$19,662 After school (RS 0010) GL-FN 8500-5000 Classified salary/benefits

c \$2,700 After school (RS 0010) GL-FN 8500-5000 supplies

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1e

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

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 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.

1e

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

If gap in math achievement for low SES students improved so no new action is needed.

Upon review of CAASPP scores from 2018 improved in all areas from the prior year.

a. Reference Goal 1, Action 2, t
 b. \$8,849
 Source
 LCFF 0000
 Budget Reference
 a Reference Goal 1, Action 2, t
 b Obj 5210

a. Reference Goal 1, Action 2, t
 b. \$12,448 LCFF(RS 0000),
 Class Prof Development (7311),
 SUMS (7817) Obj 5210

\$90 SUMS (RS 7817) GL-FN
 1110-1000 Obj 4393 - Workshop
 Refreshments

\$181 SUMS (RS 7817) GL-FN
 1110-1000 Obj 5201 - Employee
 Mileage

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 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 communicates directly with families of students that demonstrate a trend toward chronic absenteeism. Contact with families of chronically absent students will be biweekly.

\$125,572

Source

LCFF 0000, 7690

Budget Reference

GLFN 11102700 Certificated

salary/benefits

\$115,202 LCFF (RS 0000, 7690)

GL-FN 1110-2700 Certificated

salary/benefits

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

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. The EL Coordinator will administer the Summative ELPAC to 4 EL students in May (there were 5 students but one moved out to a different school).

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.

\$1,666

Source

Supp/Conc

Budget Reference

Obj 1205, 3xxx Certificated salary/benefits

\$1,672 Supp/Conc Obj 1205,
3xxx Certificated salary/benefits

Action 8

Planned Actions/Services

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

Actual Actions/Services

Planned Action/Service: Due to CDE lack of roll over, planned action is placed here.
 Teacher induction program (BTSA) for new to service teachers if applicable.

1h
 One new to the profession resource teacher participated 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.

Budgeted Expenditures

\$0
 LCFF RS 0000
 GLFN 11101000 Obj 5800

Estimated Actual Expenditures

\$3,000 (0000) GL-FN 1110-1000
 Obj 5800

Action 9

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

<p>1i</p> <p>Maintain student support services (counseling aide, reading specialist, school counselor, intervention services, instructional aides in TK and K).</p> <p>Low income students are monitored to insure they are provided with necessary academic support.</p>	<p>1i</p> <p>Maintained student support services (counseling aide, reading specialist, school counselor, intervention services, instructional aides in TK and K).</p> <p>Low income students are monitored to insure they are provided with necessary academic support.</p>	<p>a \$54,593 b \$16,666 c \$14,949 d \$35,677</p> <p>Source</p> <p>a Supp/Conc b Supp/Conc c Supp/Conc d Supp/Conc</p> <p>Budget Reference</p> <p>a GLFn 11913100 Classified salary/benefits b Obj 2218, 3xxx classified salary/benefits c Obj 1205, 3xxx Certificated salary/benefits d Obj 2100, 3xxx Classified salary/benefits</p>	<p>a \$57,460 Supp/Conc (0001) GL-FN 1191-3110 Classified salary/benefits</p> <p>b \$16,646 Supp/Conc (0001) Obj 2218, 3xxx Classified salary/benefits</p> <p>c \$14,998 Supp/Conc (0001) Obj 1205, 3xxx Certificated salary/benefits</p> <p>d \$35,618 Supp/Conc (0001) Obj 2100, 3xxx Classified salary/benefits</p>
---	---	--	--

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 and enrichment classes was 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.

a. \$14,183

b \$27,897

Source

a Supp/ Conc

b Supp/ Conc

Budget Reference

a RS 0010

b RS 0011

a. \$18,462 Supp/Conc (0011) RS 0011, Obj 8980

b \$41,438 Supp/Conc (0010) RS 0010, Obj 8980

Action 11

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

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 has been 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. Both second grade classes, both fifth grade classes, both sixth grade classes, and both seventh grade classes were provided instructional aide support due to large class size.

\$120,010

\$134,986 LCFF, Lottery, Title I, SUMS (RS 0000, 1100, 3010, 7817) GL-FN 1110-1000 Classified salary/benefits Source LCFF, Lottery, SUMS (RS 0000, 1100,7817) Budget Reference GL FN 1110,1000 Classified salary/benefits

Action 12

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1l

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.

1l

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 provided.

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

Staff and student computers maintained by a technology coordinator.

a \$16,601

b \$57,910

Source

a LCFF RS 0000, 0023, 0228

b LCFF RS 0000, 0023, 0228, 4127, Title IV

Budget Referenc

a GLFN 11331000 supplies

b GLFN 11331000, 11101000-5610 services

a \$13,751 LCFF (RS 0000, 0023, 0228) GL-FN 1133-1000 supplies

b \$71,639 LCFF, Title IV (RS 0000, 0023, 0228, 4127) GL-FN 1133-1000, 1110-1000

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 2018-2019 has brought successes and challenges. The Local Control Accountability Plan continues to provide a clear road map for our district to meet academic goals. In 2018-2019 the Jacoby Creek Staff implemented 100% of the planned actions which allowed us to continue to stay focused 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 teacher's assistants was provided for Transitional Kindergarten, Kindergarten, First grade, and all other classrooms with large class sizes (more than 24 in TK-3 classrooms and more than 26 in 4-8 classrooms). There was only one new to the profession teacher on staff this year, and she received the support of an experienced BTSA mentor and the superintendent/principal. Teachers were encouraged to attend professional development opportunities and to plan substitute teachers in order to have an opportunity to work with grade level partners and grade level groups to meet the needs of their students.

The superintendent/principal continued to focus on decreasing chronic absenteeism by working directly with families whose demonstrate a trend of missing school.

Communication with families continued to be a priority for the district. Teachers sent weekly notes, the superintendent/principal send monthly newsletters, the website was kept up to date, the use of an online gradebook was expanded to include grades 5-8, the superintendent/principal offered a Coffee with the Principal meeting time once monthly, and parent/teacher conferences were held twice in the school year. The superintendent/principal also held two focus group meetings to provide parents with opportunities to share their perspectives on the school.

Student participation in enrichment opportunities was monitored to ensure that students are accessing all that the school has to offer.

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

The California Dashboard indicates that the district met the High (Green) performance level in mathematics and the Highest (Blue) performance level in English Language Arts. In ELA, all student groups performed in the "Blue" or "Green" achievement levels. In mathematics, all students performed in the "Yellow," "Blue," or "Green" performance levels. Chronic absenteeism decreased for a second year in a row and the districts attendance rate increased slightly as well. This data indicates that the actions/services have been effective for students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

1b Field Trips: The budget was changed to reflect the Prior Year actuals at First Interim. Higher charges for gas and staff than budgeted.

1b Printing: Shifted expenditures to Admin GL-FN to match actual expenditures

1b Library: Budget changed to reflect actual expenditures for the year. Librarian purchased more books than anticipated.

1b Special Education: Increased budget for OT Services (\$1,778), Speech Services (\$27,138),

1c Science Curriculum was not available for adoption. Money will be saved for future adoption.

1d Afterschool: Increase in ASE program supply expenditures

1e Professional Development: Added Classified Prof Dev Block Grant (\$3,372)

1h BTSA: Only one teacher in BTSA this year. Budget was for two.

1j Afterschool Encroachment: Increase in ASE teachers and supplies

1j Daycare encroachment: Increase in After Care Staffing

1k Increased Aide FTE

1l Technology Reduced Equipment (\$5,000) and Software (\$600) Increased Supplies. Installed new phone system (\$14,400), INS Contract Increase (\$5,049), Licence Increase (\$1,200) moving for software to licence

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 staff and administration feel that the metric we have used to measure local indicators of proficiency and are not providing reliable data. A more defined metric will be developed in order to ensure accuracy in this measurement.

The new metric will read, "Percentage of students passing math and language arts, with or without accommodations, according to their second trimester report card." Action 4 Metric 1.4

Large reduction in instructional materials due to Action 3

Certificated staff received a one time 3% increase on salary schedule for 2018-2019 school year. This increase was rolled back for the 2019-2020 budget and LCAP. Action 6

The district received a Low Performing Student Block Grant and a goal will be written to provide students with a two year temporary classified intervention employee to support the teaching in providing support to students who are non-proficient but do not qualify for an Individual Education Plan.

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:

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

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.

MET

Different language was used on the parent survey this year. When asked, "How safe does your child feel at this school?" 35.03% of parents reported that their child feels EXTREMELY SAFE, 44.22% of parents reported that their child feels VERY SAFE, and 19.11% of parents reported that their child feels SOMEWHAT SAFE.

MET

4% of parents reported that their child feels NOT SO SAFE on the playground.

NOT MET

Local survey data indicates that 80% of fifth grade students feel safe at school ALL or MOST OF THE TIME

MET

Local survey data indicates that 95% of seventh grade students feel between NEITHER SAFE NOR UNSAFE and VERY SAFE at school.

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

An average of 30 incidents were reported monthly.

MET

An average of 25 incidents were reported monthly.

Metric: Suspension/expulsion data

Middle school drop out rate 2a, 2c, 2e

Maintain low rates of suspensions and expulsion rates less than 0.5%

Middle school drop-out rate=0

MET

No students have been suspended this year and no students have dropped out.

Expected

Metric: Financial records from fundraisers. 2i

JCEFF meets target goal of \$55,000 from Panther Pentathlon and \$30,000 from Auction.

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

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

A Wellness Philosophy is developed with the staff and the School Site Council and included in Handbook for Students and Parents. Safety plan is reviewed and approved by School Site.

Metric: Facilities repair prioritization list.

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

Metric: Financial records for cafeteria and participation numbers 2g

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

Actual

MET

JCEFF exceeded target goal of \$55,000. Total proceeds were \$68,000. JCCEF met target goal of \$30,000 from Auction.

MET

Recommendations of Wellness Committee (Site Council) were adopted by Board and implemented. Policy reviewed annually.

A Wellness Philosophy was developed with the staff and the School Site Council and included in Handbook for Students and Parents.

Safety plan was reviewed and approved by School Site.

MET

The School Board approved a Facilities Master Plan using the data collected from the Facilities Improvement Committee.

MET

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

Expected

Discontinue action

Metric: JPA Risk Management Report, Inspection conducted by JPA 2d
Risk Management Report found only minor safety issues.

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.

Actual

Discontinue action

MET
Inspection was conducted on November 8, 2018. The JPA sent the inspection report to the District in May. No high priority safety concerns were identified and the administration has met with maintenance staff to plan for resolving identified concerns.

NOT MET
81% of students were represented at Back to School Night.
MET
98% of students were represented at Fall Conferences.
MET
99% of students were represented at Spring Conferences.

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, E-blast records 2j

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.

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

Actual

MET

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. Use of Facebook was discontinued due to ADA accessibility.

E-blasts are used to keep parents informed of information arising between newsletters. Changed from using Blackboard Connect to School Wise for sending emails and texts. This allowed a better rate of parents receiving messages.

Expected

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

Focus Groups will be hosted annually.

Survey response rate increases by 10.

Metric: Attendance sign in sheets and survey results 2k

Survey results indicate parent interest in Parent Forum topic

Interested parents attend Parent Forum.

Metric: FIT data Annual Facilities Inspection Tool 2d

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

Actual

MET

Three Focus Groups were hosted to discuss LCAP goals.

NOT MET

Survey response rate increased by 5.

NOT MET

The LCAP advisory committee (School Site Council) reviewed the survey results and did not identify a theme of parent interest. As a result, the advisory committee asked the administration to host three Focus Group meetings to allow parents and opportunity to discuss LCAP goals.

Results indicate that the school receives a rating of good on FIT report. February 2019

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

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.

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

Actual Actions/Services

MET

Second Step and Steps to Respect were taught in all K-6 classrooms by the counseling aide or by the classroom teacher.

Mindfulness inservice was provided four times in the school year for JCS staff and many staff members implemented Sonima Foundation curriculum in addition.

MET

Parents were at the start of the school year of bullying policies and our staff continue to work toward full fidelity PBIS. Jacoby Creek School Handbook reflects positive behavior intervention philosophies.

MET

Year Two of California Scale-Up MTSS Statewide grant. A leadership team of eight staff members met four times for full day articulation day to design

Budgeted Expenditures

a \$20,650

b \$16,666

Source

a LCFF RS 0000, 7690

b LCFF RS 0000

c. see 1b SUMS

Budget Reference

a GLFN 11913110 Certificated salary/benefits

b GLFN 11913110 Classified salary/benefits

c see 1b SUMS

Estimated Actual Expenditures

a \$21,902 GL-FN 1191-3110

Certificated salary/benefits (0000, 7690)

b \$36,512 1191-3110 Classified salary/benefits (001)

Planned Actions/Services

to be involved in improving school climate and JCS school spirit.

Actual Actions/Services

and discuss implementation science for MTSS.

NOT MET

A Student Council was not formed.

Budgeted Expenditures

Estimated Actual Expenditures

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

Planned Actions/Services: Due to lack of CDE roll over, planned action and service is included here:
Safety Plan ongoing review by School Site Council.
Administrator updates disaster plan annually to reflect staff changes.

The Safety Plan was reviewed by the School Site Council.

The Disaster Plan was updated to reflect staff changes and reviewed with staff.

Budgeted Expenditures

Reference Goal 1, Action 6

Estimated Actual Expenditures

Reference Goal 1, Action 6

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

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.

Budgeted Expenditures

a Reference Goal 1, Action 6
b \$69,587
Source
a Reference Goal 1, Action 6
b LCFF RS 0000
Budget Reference
A Reference Goal 1, Action 6
b GLFN 11101000 Obj 2900
Classified salary/benefits

Estimated Actual Expenditures

a Reference Goal 1, Action 6

b \$66,877 GL-FN 1110-1000 Obj 2900 Classified salary/benefits (0000)

Action 4**Planned Actions/Services**

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

Actual Actions/Services2d
MET

The District used local bond funds to design two projects for the school. These designs were both approved by the Department of State

Budgeted Expenditures

a \$31,083
b \$116,800
c \$500,000
Source
a Fund 21
b Fund 21
c Fund 21
Budget Reference

Estimated Actual Expenditures

a \$28,500 2xxx, 3xxx Classified salary/benefits (9400)

b \$152,300 5xxx Services (9400)

c \$673,602 6xxx Capital Outlay (9400)

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

Architecture. The plan was to use the local bond money for the first project and use state bond funding for the second project.

The District faced obstacles in implementing our plan for facilities using bond local money. Cultural artifacts were found in an initial ground survey and the land on which we planned to build was characterized as culturally significant by the Tribal Historic Officers. In order to get California Environmental Quality Act approval a Mitigated Negative Declaration was approved by the Tribal Historic Officers and the District. A Principal Archaeologist/Investigator was hired to implement the mitigation.

Due to this and other obstacles, we have gone over budget and will not be able to implement Project One as originally planned. We have selected a

a 2xxx, 3xxx, classified salary/benefits
b 5xxx services
c 6xxx Capital Outlay

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

contractor and building on a reduced scope will begin this Spring.

NOT MET

We are waiting to have a complete picture of what will be accomplished with the local bond fund before developing and implementing an ongoing maintenance plan.

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

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

a \$223,985
b \$27,766
c \$188,335
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,

a \$234,280 GL-FN 1193-8100/8110 Classified salary/benefits (0000, 8150)
b \$27,794 GL-FN 1193-8100/8110 supplies (0000, 0015, 8150)
c \$49,715 GL-FN 1193-8100/8110 services (0000, 0230, 8150)
d \$122,969 GL-FN 0000-7200 or 1110-2700 Classified salary/benefits (0000)
e \$2,881 GL-FN 0000-7200 or 1110-2700 supplies (0000)

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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 GLFN 11938100/8110
 Classified salary/benefits
 b GLFN 11938100/8110 supplies
 c GLFN 11938100/8110 services
 d GLFN 00007200 or 11102700
 Classified salary/benefits
 e GLFN 00007200 or 11102700
 supplies
 f Obj 4392
 g Obj 2100 classified
 salary/benefits

f \$300 Obj 4392 (0000)
 g \$5,809 Obj 2100 classified
 salary/benefits(0000)

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

Planned Actions/Services: Due to lack of CDE roll over, planned service is included here.
Review school wellness policy annually (Site Council).
Implement changes.

The School Site Council reviewed the Wellness Policy. Wellness Policy is included in the Parent/Student Handbook and is implemented by staff.

Reference Goal 1, Action 6

Reference Goal 1, Action 6

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

2g

Support Cafeteria program to provide high quality food.

Cafeteria program to provided high quality food and participation numbers remained steady.
 A breakfast and after school snack program were added this year. The snack program both at recess and at after school daycare has provided unduplicated students with high quality food throughout the school day.

\$42,527
 Source
 Supp/Conc
 Budget Reference
 Obj 7616

41,282 Supp/Conc Obj 7616
 (0000)

Action 8

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

MET

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

4th-8th grade teachers offered technology training to parents at the start of the school year to ensure that they are able to support appropriate use of

Reference Goal 1, Action 2, t

Reference Goal 1, Action 2, t

Planned Actions/Services

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.

Actual Actions/Services

technology at home to meet academic expectations.

SELPA representative offered 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 2019-2020 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

Estimated Actual Expenditures

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.

Administration supported Jacoby Creek Children's Education Foundaion (JCCEF) and Parent Teacher Organization by attending monthly meetings and including communication from both organizations in the monthly newsletter to parents and at staff meeting.

Spirit days and pep rallies led by eighth grade students were held each trimester.

Reference Goal 1, Action 6

Reference Goal 1, Action 6

Action 10

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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.

Teachers communicated regularly with families via weekly Tuesday note and/or updated classroom websites. Superintendent/Principal send out a monthly newsletter, the Panther Press, to keep families informed about school events and issues. Superintendent/Principal invited families to once monthly Coffee with the Principal to encourage informal conversation. Administration kept JCS website up to date. Facebook page was discontinued due to ADA concerns. Administration and LCAP Advisory Committee (School Site Council) sent a parent survey and hosted three LCAP Parent Focus Group Meeting to solicit input for LCAP.

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

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

Action 11

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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.

Parents were surveyed to determine topic of interest for Parent Forum. The LCAP Advisory Committee (School Site Council) determined that no particular topic rose to the surface and asked that the Focus Group meeting discussion center around LCAP goals.

Three Parent Focus Group Meetings were hosted. Superintendent/Principal and advisory committee reps attended all Focus Group Meetings.

Reference Goal 1, Action 6
Reference Goal 1, Action B

Reference Goal 1, Action 6
Reference Goal 1, Action B

Action 12

Planned Actions/Services

2l

Transportation to and from school will be provided for students living within the district boundaries.

Daycare will be offered to all

Actual Actions/Services

2l

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

Budgeted Expenditures

a \$3,355
b \$57,287
c \$17,320
d \$7,745
e \$7,700
f \$8,194
g \$104,784

Estimated Actual Expenditures

a \$4,800
b \$57,251
c \$17,535 GL-FN 1300-4200
Classified salary/benefits(0035)
d \$7,200 GL-FN 1300-4200
supplies (0035)
e \$9,400 GL-FN 1300-4200

Planned Actions/Services

students after school. After School Enrichment activities will be offered to all students.

Actual Actions/Services

Daycare was offered to all students after school. After School Enrichment activities were be offered to all students. Unduplicated students received free/reduced rates.

Budgeted Expenditures

h \$400
 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 GLFN 11943600 supplies
 b GLFN 11943600 services
 c GLFN 13004200 Classified salary/benefits
 d GLFN 13004200 supplies
 e GLFN 13004200 services
 f OBJ 5612
 g GFFN 85005000 classified salary/benefits
 h GFFN 85005000 supplies

Estimated Actual Expenditures

services (0035)
 f \$9,014Obj 5612 (0000)
 g \$108,929 GL-FN 8500-5000 salary/benefits (0011, 7690)
 h \$400 GL-FN 8500-5000 supplies (0011)

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 District is very proud of the work that has been accomplished in creating a safe, healthy, and inclusive environment for students, staff, and the community. We were able to implement all of our planned actions and services, excluding creating a Student Council. Instead of creating a Student Council, we worked to create more student leadership opportunities and this year the 7th and 8th grade students took over running our school spirit assemblies, planned the junior high dances, and organized spirit days.

The District faced significant challenges in the planned facilities projects including gaining CEQA approval, resolving issues with the City of Arcata, gaining the approval of the Division of the State Architect, and gaining the approval of the California Department of Education. As a result of these challenges the scope and budget of our planned projects was reduced.

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

Our SUMS grant allowed our staff to work on MTSS with time for focused conversation regarding Tier 1 Social Emotional Curriculum and we were able to receive teacher training on using Mindfulness in the classroom.

The attendance rate and the suspension rate have both improved this year.

Fundraising has been very successful and the school continues to enjoy high levels of parent involvement in the classroom and on committees such as PTO, Jacoby Creek Children's Education Foundation, and School Site Council.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

2a Added Pupil Support Position

2d Updated budget to match current year bond expenditures

2e Reduced Deferred Maintenance Expenses. Due to delay in facilities bond construction actual expenditure was significantly less than budgeted.
2l Increased Fuel Cost
2l Increased Official Costs for Basketball/Volleyball
2l Portable Rent Increase

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.

In examining our school climate, the staff has determined that a Diversity Committee is needed to ensure that JCS is an inclusive environment for minority and transgender students.

Parent stakeholder feedback shows a need to purchase outdoor table seating for all students at lunch. A goal will be written to address purchasing outdoor seating.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

Beginning at the start of the school year, stakeholders received information regarding LCAP through Board meetings, staff meetings, School Site Council meetings, the monthly Coffee with the Principal, and the monthly newsletter. The district also hosted three focus group meetings, sent a survey to parents, and sent a survey to all students in grade two through eight.

158 people responded to the Jacoby Creek School Survey. The parent focus groups were attended by 13 parents and 99% of 2nd-8th grade students responded to the Jacoby Creek School Student Survey.

School Board Meetings were held on: 8/13/18, 11/10/18, 10/8/18, 11/5/18, 12/10/18, 1/14/19, 2/11/19, 3/11/19, 4/8/19, 5/13/19, 6/13/19, 6/14/19. Board members, members of the public, Jacoby Creek Teachers Association Members (JCTA), California School Employee Association, and Bayside Chapter 803 (CSEA) members attended. The LCAP is on every Board Meeting Agenda as an information item. The Superintendent/Principal makes a report to the Board regarding the LCAP and stakeholder feedback is solicited.

August 9 people attended

September 11 people attended

October 12 people attended

November 6 people attended

December 8 people attended

January 9 people attended

February 11 people attended

March 8 people attended

April 7 people attended

The Superintendent/ Principal and the Jacoby Creek School Site Council hosted three Focus Group Meetings to solicit stakeholder data to inform the goals and actions for the 2019-2020 Local Control Accountability Plan (LCAP). Focus Groups were held on Wednesday, February 27 at 6:00 p.m.; Thursday, February 28 at 2:15 p.m., and Monday, March 4 at 8:00 a.m. A total of 19 parents attended the Focus Group Meeting.

The School Site Council (SSC) serves as the LCAP Advisory Meeting. The School Site Council consists of the superintendent/principal, three certificated staff members, one classified staff member, and five parent members. The SSC met on 9/11/18, 10/9/18, 11/6/18, 12/11/18, 1/8/19, 2/12/19, 3/12/19, 4/9/19, 5/14/19.

Staff Meetings were held monthly. Certificated and classified staff members along with the JCTA and CSEA are required to attend staff meetings, barring illness. LCAP update and solicitation of input 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 JCS and should not be changed.

Parents offered suggestions on how staff could better support them in understanding conflict resolution strategies being taught at school and affirmed that our community is interested in students receiving instruction in Mindfulness.

Parent feedback also illuminated the need for more picnic tables for student dining outside.

Staff feedback showed the need to look into our calendar and carve out more time for collaboration and that Low Performing Student Block Grant money should be used to support low performing student in mathematics. It was determined that using the money to pilot hiring a classified aide dedicated to providing math intervention would be the most effective way to use this money. If the pilot proves that this is an effective way to provide math intervention, a new LCAP goal will be written using LCFF funds to continue the service.

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 2018, students at Jacoby Creek scored 66.1 points above the “meeting the grade level standard” in English Language Arts. CAASPP test results show that 82.66% of students at Jacoby Creek School met or exceeded the standard for Language Arts. Statewide, 49.88% of students met or exceeded the standard for Language Arts. The district needs to maintain high levels achievement.

In the spring of 2018, students at Jacoby Creek scored 34.9 points above the meeting the grade level standards in Mathematics. CAASPP test results show that 69.34% of students at Jacoby Creek met or exceeded the standard for Mathematics. Statewide, 38.66% of student met or exceed the

standard for Mathematics. The district needs to maintain high levels of achievement.

Next Generation Science Standards need to be implemented with fidelity. Our NGSS Committee will continue to attend inservice offered by the Humboldt County Office of Education and inservice 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 time for collaboration is needed.

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: 69.34% Met or exceeded standard
Dashboard Performance Level: Green 34.9 points above Level 3
ELA: 82.66% Met or exceeded standard Met or Exceeded
Dashboard Performance Level: Blue
66.1 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

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

Math: 50% Met or exceeded
Dashboard Performance Level: Green
6.8 points below level

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

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Academic performance indicator (API) score.

No longer calculated by the state

No longer calculated by the state

No longer calculated by the state

No longer calculated by the state

Metric Classroom Assessment 1a, 1b, 1d

Local indicators show that 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 preview for possible adoption.

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

2017-2018 District Attendance Rate 95.09%
 2017-2018 P1=95.91%
 2017-2018 P2=95.18%
 Chronic absentee rate in 2017-2018= 6.3%

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%

2018-2019 District Attendance Rate (as of 3/12/19) 95.75%
 2018-2019 Chronic absentee rate (as of 3/12/19) 6.5%

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

All students have access to visual and performing arts, PE, and music.
 7th and 8th grade students have access to advanced math courses.
 All students have access to after school enrichment and athletic opportunities.

All students have access to visual and performing arts, PE, and music.
 7th and 8th grade students have access to advanced math courses.
 All students have access to after school enrichment and athletic opportunities

All students have access to visual and performing arts, PE, and music.
 7th and 8th grade students have access to advanced math courses.
 All students have access to after school enrichment and athletic opportunities

All students have access to visual and performing arts, PE, and music.
 7th and 8th grade students have access to advanced math courses.
 All students have access to after school enrichment and athletic opportunities

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.

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.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Year	2017-18	2018-19	2019-20
Amount	\$100	\$250	\$250
Source	LCFF RS 0000	0000	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.

Modified

2019-20 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.

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	a \$61,694 b \$19,396 c \$1,325 d \$40,034 e \$8,432 f \$7,325 g Moved to 1d--Spanish instruction is now paid from After School Enrichment. h \$12,868 i \$972 j \$54,090 k \$0 (Music teacher salary moved to certificated.) l \$1,122 m \$339 n \$59,593 o \$96,277 p \$90,861 q \$750 r \$76,057 s \$168,160 t \$2,044,904
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	a LCFF, Lottery, Restricted Lottery, SUMS Grant, Foundation RS 0000,1100, 6300,7817, 9012 b LCFF, Foundation RS 0000, 9012

c LCFF RS 0000
 d LCFF RS 0022, 0000
 e LCFF RS 0022, 0000
 f LCFF RS 0022, 0000
 g LCFF RS 0000
 h Foundation RS 9012
 i Foundation RS 9012
 j LCFF, Foundation RS 0000,0202,
 9012
 k LCFF, Foundation RS 0000,0202,
 9012

 l LCFF, Foundation RS 0000,0202, 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

c LCFF RS 0000
 d LCFF RS 0000
 e LCFF RS 0022, 0000
 f LCFF RS 0000, 0022
 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 0000,9012
 m LCFF (RS 0000)
 n LCFF RS 0221
 o Special Education RS 3310, 3311,
 6500, 7690
 p Special Education RS 6500
 q Special Education RS 6500
 r Special Education RS 6500
 s Special Education RS 0000, 6500
 t LCFF, Lottery EPA, Title 1, Title II, REAP,
 SUMS RS 0000, 0221, 1100, 1400, 3010,
 4035, 5820, 7690, 7817

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

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

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

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

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	\$12,760
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

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

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.

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

Modified

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.

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

Modified

2019-20 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.

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	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	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. \$9,165 c. \$90 d. \$181
Source	a. LCFF, Educator b. Effectiveness RS 0000, 6264	LCFF 0000	a. Reference Goal 1, Action 2, b. LCFF 0000, SUMS 7817 c. SUMS RS 7817 d. SUMS RS 7817

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
c. GL-FN 1110-1000 Obj 4393 Workshop Refreshments
d. GL-FN 1110-1000 Obj 5201 Employee Mileage

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

2017-18 Actions/Services

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.

Modified

2018-19 Actions/Services

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.

Modified

2019-20 Actions/Services

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.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$125,579

\$125,572

\$112,572

Source	LCFF RS0000, 7690	LCFF 0000, 7690	GL-FN 1110-2700 Certificated Salary/Benefits
Budget Reference	GL-FN 1110-2700 Certificated salary/benefits	GL-FN 1110-2700 Certificated salary/benefits	LCFF 0000, 7690

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)

English Learners

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

Modified

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

Modified

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

Modified

2019-20 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 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	\$1,730

Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	Obj 1105, 3xxx Certificated salary/benefits	Obj 1205, 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

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

Modified

2017-18 Actions/Services

1h

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

2018-19 Actions/Services

1h

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,600	\$6,600	\$3,500
Source	LCFF RS 0000	LCFF RS 0000	LCFF RS 0000
Budget Reference	GL-FN 1110-1000 Obj 5800	GL-FN 1110-1000 Obj 5800	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

Scope of Services:

Location(s)

English Learners, 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

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

Maintain student support services (counseling aide, reading specialist., school counselor, intervention services, instructional aides in TK and K) if budget allows.

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

Budgeted Expenditures

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

Amount			
---------------	--	--	--

a \$46,131

b \$11,682

c \$14,839

d \$31,080

a \$54,593

b \$16,666

c \$14,949

d \$35,677

a \$51,474

b \$14,736

c \$13,785

d \$43,638

Source			
---------------	--	--	--

a Supp/Conc

b Supp/Conc

c Supp/Conc

d Supp/Conc

a Supp/Conc

b Supp/Conc

c Supp/Conc

d Supp/Conc

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	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	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

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

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.

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

Modified

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.

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

Modified

2019-20 Actions/Services

1j

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

Two after school enrichment classes per session and unlimited academic support classes will be provided free of chard 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.

Budgeted Expenditures

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

Amount	a \$6,570 b \$7,116	a. \$14,183 b \$27,897	a. \$20,374 b. \$42,036
Source	a Supp/ Conc b Supp/ Conc	a Supp/ Conc b Supp/ Conc	a Supp/ Conc b Supp/ Conc
Budget Reference	a RS 0011, Obj 8980 b RS 0010, Obj 8980	a RS 0010 b RS 0011	a RS 0011, Obj 8980 b RS 0010, Obj 8980

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

Modified

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.

1k

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

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$55,607

\$120,010

\$136,946

Source

LCFF, Lottery RS 0000, 1100

LCFF, Lottery, SUMS (RS 0000, 1100, 7817)

LCFF, Lottery, Title 1, Low Perf Student, SUMS (RS 0000, 1100, 3010, 7510, 7817)

Budget Reference

GL-FN 1110-1000 Classified salary/benefits

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 \$15,251 b \$58,009

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, 1110-1000

Action #13

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Using Low Performing Student Block Grand funds, a 0.5 FTE classified employee will be hired to support students who are low performing in mathematics but do not qualify for the support of an IEP.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	a. See Action 1k
Source	N/A	N/A	a. Reference action 1k
Budget Reference	N/A	N/A	a. Reference action 1k

(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 99.34% of the 157 parent respondents reported that their child feels safe at school. 2.56% of parents reported that their child feels "not so 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 4/1/19=0 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.

Coffee with the Principal Dates on School Calendar and

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.

Website
Weekly notes from 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

Modified

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 meet 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.

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.

MTSS leadership team of eight staff members will meet monthly for articulation and discussion.

Student committees will be formed to plan and organize dances, spirit days, and pep rallies in order to allow students opportunities to be involved in improving school climate by promoting school spirit.

Budgeted Expenditures

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

Amount	a \$20,941 b \$11,682	a \$20,650 b \$16,666	a \$21,651 b \$39,118 c. \$4,591
Source	a LCFF RS 0000, 7690 b LCFF RS 0000	a LCFF RS 0000, 7690 b LCFF RS 0000 c. see 1b SUMS	a LCFF RS 0000, 7690 b LCFF RS 0000 c. LCFF RS 0000
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	a GL-FN 1191-3110 Certificated salary/benefits b GL-FN 1191-3110 Classified salary/benefits c GL-FN 1191-3110 Services

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

Safety Plan - ongoing review by School Site Council.

Administrator updates disaster plan annually to reflect staff changes.

2b

Safety Plan - ongoing review by School Site Council.

Administrator updates disaster plan annually to reflect staff changes.

2b

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

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2c

2c

2c

Review playground staffing, methods, alternatives, and literature to ensure that best practices are implemented.

Review playground staffing, methods, alternatives, and literature to ensure that best practices are implemented.

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.

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.

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.

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

a Reference Goal 1, Action 6
b \$76,591

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

Action #4

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

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

Modified

2019-20 Actions/Services

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

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	a \$28,527 b \$177,498 c \$481,237

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

Modified

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<ul style="list-style-type: none"> a \$181,745 b \$30,238 c \$54,345 d \$94,326 e \$2,156 f \$300 g \$4,365 	<ul style="list-style-type: none"> a \$223,985 b \$27,766 c \$188,335 d \$120,348 e \$2,689 f \$300 g \$5,820 	<ul style="list-style-type: none"> a \$174,188 b \$29,331 c \$67,398 d \$125,015 e \$2,881 f \$300 g \$6,171

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

a LCFF, Routine Maintenance RS 0000,
8150
b LCFF, Donations, Routine Maintenance
RS 0000, 0015, 8150
c LCFF, Deferred Maintenance, Routine
Maintenance RS 0000, 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
 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

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

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

Action #6

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

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

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2f

Review school wellness policy annually (Site Council).

Implement changes.

2f

Review school wellness policy annually (Site Council).

Implement changes.

2f

- a. Review school wellness policy annually (Site Council). Implement changes.
- b. Annual TB testing of staff members.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

Reference Goal 1, Action 6

Reference Goal 1, Action 6

- a. Reference Goal 1, Action 6
- b. \$570

Source	Reference Goal 1, Action 6	Reference Goal 1, Action 6	a.Reference Goal 1, Action 6 b. LCFF 00000
Budget Reference	Reference Goal 1, Action 6	Reference Goal 1, Action 6	Reference Goal 1, Action 6 GL-FN 1110-1000 Obj 5864

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

Modified

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.

2g

Support Cafeteria program to provide high quality food.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$31,918	\$42,527	\$31,954
Source	Supp/Conc	Supp/Conc	Supp/Conc
Budget Reference	Obj 7616	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

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

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

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.

2018-19 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.

SELPA representative will offer a Parent

2019-20 Actions/Services

2h

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

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.

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 2019-2020 school year were shared with families in the spring of 2019. 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	Reference Goal 1, Action 2, t
Source	Reference Goal 1, Action 2, t	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	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

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

Unchanged

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

Unchanged

2017-18 Actions/Services

2i

Offer administrative support of PTO and JCCEF.

2018-19 Actions/Services

2i

Offer administrative support of PTO and JCCEF.

2019-20 Actions/Services

2i

Offer administrative support of PTO and JCCEF.

Continue pep rallies and spirit days to support fundraising efforts.

Continue pep rallies and spirit days to support fundraising efforts.

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

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

Unchanged

2018-19 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

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

Modified

2019-20 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 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.

Group Meeting to solicit input for LCAP.

Group Meeting to solicit input for LCAP.

Budgeted Expenditures

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

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

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 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.

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.

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.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

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, Action B
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 B
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 B

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
 b \$74,774
 c \$15,421
 d \$5,445
 e \$9,194
 f \$7,483
 g \$102,812
 h \$459

a \$3,355
 b \$57,287
 c \$17,320
 d \$7,745
 e \$7,700
 f \$8,194
 g \$104,784
 h \$400

a \$4,800
 b \$58,585
 c \$19,729
 d \$1,200
 e \$9,660
 f \$9,014
 g \$102,262
 h \$400

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

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

a Transportation RS 0210
 b Transportation RS 0210
 c Athletics RS 0035
 d Athletics RS 0035
 e Athletics RS 0035
 f LCFF RS 0000
 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

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

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: 2019-20

Estimated Supplemental and Concentration Grant Funds

\$216,380

Percentage to Increase or Improve Services

5.86%

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

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

The Jacoby Creek School District expects to receive approximately \$216,380 in supplemental/concentration funding for the 2019-2020 school year and has budgeted \$219,727 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