

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name

Columbine Elementary

Contact Name and Title

Tim Jones

Superintendent/Principal

Email and Phone

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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Columbine is a small school placed about four miles northeast of Delano in rural southern Tulare County. 200 students were enrolled on October 4, 2017. The student body is composed of 84.34% Hispanic, 5.56% White, 6.06% Asian, 1.01% African American, and 3.03% other races.

The school serves students in grades TK -8 featuring one grade for each level including a TK classroom. Columbine provides its students with curriculum that follows the state Common Core Standards, provides a positive safe climate, and strives for all of its students to become productive adults.

LCAP Highlights

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

Columbine will continue to provide opportunities for all of our students, emphasizing grades 3-8 in the plan, to learn and use Common Core skills, to focus on student achievement for all of our students, provide a variety of learning activities, and to maintain a safe and clean campus.

A classroom set of computers, internet access, social studies and science curriculum, library and classroom books, new floor covering in rooms 1-4, Reading specialist time to work with students, Odyssey of the Mind and other extra costs, student writing and technology after school classes, and refinishing the roof are key elements of this plan.

Staff costs include aides and teachers to assist EL, Foster Youth, Homeless, and other needy students. Summer school staffing, after school writing and technology classes and ,Reading Specialist assistance

are in the plan.

Fees for Induction program - mentoring or participant.

A clerk will continue to monitor attendance. Saturday school will be used to combat absences and serve as part of our discipline plan.

Review of Performance

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

Greatest Progress

Columbine continues to excel in the all student category. We are very proud of the fact that grades 3-8 have a one to one relationship with Internet access. We also appreciate parent, community, and student involvement in the process. Columbine will continue to use online materials, aide assistance, after school classes, and activities to enhance student learning. The Reading specialist will continue to be a main cog.

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

Greatest Needs

Columbine has one area in the orange section. It is low income ELA academic. Our low income math students are two levels below all students. Columbine will be using small groups in the classroom to augment concept mastery and additional technology time on key concepts. Reading Specialist and increased teacher support time will increase services to low-income, ELs, and Foster youth in ELA and math.

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

Performance Gaps

Our low income group in English language arts was orange - 3 levels below the All Student Group. The low-income group was yellow in math - 2 levels below the All Student Group. Columbine will focus on low-income students in ELA and math - increased Reading Specialist time in ELA, purchasing a remediation

program, a summer school Algebra class, and extra time for teachers to work on math and language arts skills will benefit our low-income, foster youth, and ELs.

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

Increased or Improved Services

Columbine will provide a summer school class for low income, Foster Youth, and Els. These groups will receive increased reading specialist time, small group work on math or language arts skills by a teacher working 120 extra hours, and a summer school class focused on Algebra concepts.

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	2,099,314
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	250,902

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

Our district's primary general fund expenses include: Teachers, administration, maintenance and transportation. District funds may have to augment the plan in repairs such as roofing and supplemental curriculum materials.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	1,882,646

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

To provide opportunities for all students to learn and practice common core skills, including English Learners, Low Income pupils and Foster Youth.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 8

Local Priorities:

Annual Measurable Outcomes

Expected

100% of Students in grades 3-8 will have access to the instructional resource on a daily basis through the internet. This is an ongoing expectation.

Actual

100% of students in grades 3-8 have access to instructional resources on the Internet.

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

The school will purchase 25 computers. Purchases may be made for tables, chairs, headphones, wiring, paying to set-up technology, curriculum, software, printers, laptops, projectors, and other technology accessories for any of our classrooms. This will ensure students access instructional resources in all subject areas.

Actual Actions/Services

Columbine purchased 26 computers for the sixth grade class of 26 students.

Budgeted Expenditures

\$15,000
LCFF S/C
Technology Equipment

Estimated Actual Expenditures

\$13,181
LCFF S/C
Technology Equipment

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Online supplemental curriculum for math and language arts may be reviewed and purchased. Purchases may be made for other curriculum materials - books for novel units, and supplemental social studies curriculum.

Columbine piloted Prodigy Math in grades 5, 6, and 7, IXL language arts and math in grades 4 and 8, and Epic for language arts in grade 5. 8th grade also used IXL for Science. The school is looking at Houghton Mifflin reading and math remediation programs too.

\$36,048
LCFF S/C
Instructional Materials

00.00
LCFF S/C
Instructional Materials

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Fee for internet access ensuring consistent access.

Columbine provided Internet access and paid on a monthly basis. In April, Columbine increased its megabytes too.

\$10,000
LCFF S/C
Communication

\$9,946
LCFF S/C
Communication

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 new computers and Internet fees with increased band width has Columbine striving towards its goal. Social Science materials were purchased with general fund money. 4-8 remediation programs were piloted in language arts, math, and 8th grade Science. The programs provided skill remediation.

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

The effectiveness is excellent. Students are able to work on the computer with Internet access in their own classrooms. There is one computer for each student. Computer speed is improved too.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The piloted remediation programs for grade 4-8 were either inexpensive or free. The programs being used are Epic, IXL, and Prodigy.

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.

More computers, computer tables, chairs, and other computer accessories will be purchased and supplemental programs may be added for any subject area.

Goal 2

Provide for student achievement in language arts and math to low income, English learners, and Foster youth. Supplemental learning experiences and assistance for low income, EL, and general population students who need extra support.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

1% growth on State Assessment for Math & ELA:
ELA 21.1% above level 3
Math 20.8% above level 3

McGraw-Hill assessments:
- Kindergarten students will meet language arts and math standards on their report cards.
- 70% of 1st graders will average 50% or higher on the CAT 5 math test.
- 80% of 2nd graders will score 70% or higher on math assessment.

Actual

The measuring marks have changed. The scoring is tallied average above level 3. Columbine averages to 17.1 in ELA above level 3 and 9.4 in math above level 3.

100% of the kindergarten students averaged 80% or higher on reading skills and math standards. 81% of the second graders scored 70% or higher on the Math assessment. 95% of the first graders scored 50% or higher on the CAT Math Test.

Expected

State EL scores will be monitored for EL students. 90% will advance one level or maintain their previous level.

English Learner reclassification rate: Continue at 10% or higher.

All teachers will receive training in social studies or science.

All students, including unduplicated and special needs students, will have access to writing assignments on a quarterly basis.

The school is committed to seek input from School Site Council, School Advisory Council, LCAP representatives, and Safety committees as vital cogs in our LCAP process - 3-5 times during the year. Consulting is a role that will continue for these groups.

The school will maintain its volunteer program which is vital for success for all students involved in school activities. Maintain a minimum of 85 volunteers.

Actual

100% of the EL students advanced one level or stayed the same. Their average growth is 1.25 levels.

Of 13 English Language Learners eligible, 9 were reclassified for a rate of 69%.

All teachers have received some training in Social Science. This was paid by the Educator Effectiveness money. Additional Social Science training will occur during the summer. This training will be a district expense.

All students have writing assignments at least on a quarterly basis.

The School site council, School Advisory Council, and Safety committees participated and consulted on the LCAP 5 times- October 4, 2017, December 12, 2017, April 5, 2018, May 17, 2018, and June 12, 2018.

Columbine maintained its minimum of 85 Volunteers. We had over 100.

Expected

1% more students grades 5-8 will have spont oral or product solving activities 2 to 3 times a year. The lessons require student creativity, following directions, and teamwork.

Actual

42% of the 5-8 graders practice spont activities featuring creativity and following directions 2 to 3 times a year.

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

Instructional aides will work in grades K-8 to address expected standards in language arts, math and ELD.

Actual Actions/Services

The aides worked with students in grades TK - 8.

Budgeted Expenditures

\$20,236
LCFF S/C
Salary & Benefits

Estimated Actual Expenditures

\$17,920
LCFF S/C
Salary & Benefits

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Additional support and focus on EL student K-8 on a part time basis to enhance re-classification criteria. The reading specialist and another employee work with EL's on listening, reading, speaking, and writing skills.

The reading specialist and a summer school teacher worked with EL students on listening, speaking, reading, and writing skills.

\$22,723
LCFF S/C
Salary & Benefits

\$20,569
LCFF S/C
Salary & Benefits

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Hire up to 4 summer school teachers to provide student support to accelerate their learning and language proficiency. The support is based on the neediest identified students. Instruction and support for EL student will be based on ELD standards.

Columbine hired 5 summer school teachers based on student need.

\$15,568
LCFF S/C
Salary & Benefits

\$19,291
LCFF S/C
Salary & Benefits

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 overall implementation was stellar. The reading specialist and a summer school teacher greatly assisted EL students. The School Site Council, School Advisory council, and Safety committees supported, discussed, reviewed, and / or consulted on LCAP 5 times. Volunteers assisted in the library and classroom, field trips, book fair, fundraisers, class room activities, and more.

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

The actions were completed. EL's were redesignated at an excellent rate and they showed good improvement on their scores. The LCAP process progressed with support and consultation from the School Site Council, School Advisory Council, and Safety committees. There were 5 different meetings for the groups. Volunteers are continuing to assist Columbine in many capacities.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Aides costs were less than originally anticipated and the extra summer school teacher increased the summer school teacher total. The migrant camp closing eliminated the need for an extra teacher at the beginning of the year.

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 assessment metric is being changed to distance from 3. Summer school teachers will be increased. Aide time and budget increased for EL support.

Goal 3

To provide a variety of learning activities to enhance student achievement on the new state standards.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected

Increase 1% on State Assessment for Math & ELA:
ELA 21.1% above level 3
Math 20.8% above level 3

Increase student participation by 1% in the 8 student activities.

Actual

The system has changed. ELA scored 17.1 above 3 and Math tallied 9.4 above 3..

Columbine totaled 79% participation on its 8 activities. This is an 8% increase.

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**

The school pays extra for coaching and travel costs for Odyssey of the Mind, running the Book Fair, and teacher hours for coaching Math Field Day. Costs would escalate if we qualify for World Odyssey of the Mind.

Actual Actions/Services

Columbine provided 5 Odyssey of the Mind teams. Each team has a 1,500 coaching cost. One Odyssey Team went to the World competition in Iowa. This cost an extra 4,000. Student Body also provided 2,000 for the Odyssey trip. A well attended Book Fair and Math field Day experience for grades 4-6 are two more services. .

Budgeted Expenditures

\$12,508
LCFF S/C
Salary & Benefits

Estimated Actual Expenditures

\$15,219
LCFF S/C
Salary & Benefits

Action 2**Planned Actions/Services**

The school provides reading books for each grade level and all students through the library.

Actual Actions/Services

Columbine purchased classroom and library books. The lower expenditure is because donations covered a lot of the cost.

Budgeted Expenditures

\$2,000
LCFF S/C
Instructional Materials

Estimated Actual Expenditures

\$882
LCFF S/C
Instructional Materials

Action 3**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

The school provides after school classes that cover technology and writing skills.

The school provided four sessions for students in each grade 3-8. The sessions covered technology and writing skills.

\$2,500
LCFF S/C
Salaries & Benefits

\$866
LCFF S/C
Salaries & Benefits

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.

Columbine provided all of the planned actions and services for goal 3. We provided 5 Odyssey teams, a book fair, Math Field Day, and even had an Odyssey squad go to the World competition in Iowa. The after school classes and reading books were provided too.

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

Attendance was good on the events and students continue to improve their academic skills.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Columbine spent 4,000 more on Odyssey due to the World trip. We saved over 1,000 on both reading books and after school classes. Donations are the reason that less money was spent on reading books. Title I classes prohibited more time on the technology and writing classes.

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.

Assessment will be changed to distance from 3 and additional coaching will occur for activities.

Goal 4

To maintain a safe and clean campus, address student attendance issues, and continue to provide fully credentialed teachers in appropriate assignments.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected

Maintain 100% fully qualified teachers.

Maintain attendance rate of 97%.

Have 8 or less suspended students and 0 expelled students.

Maintain 100% 8th grade graduation rate.

Actual

Columbine has 100% fully qualified teachers.

Columbine maintained its 97% attendance rate.

Columbine met its suspension and expulsion rates - 0 suspensions and 0 expulsions.

100% of the 18 8th graders graduated.

Expected

Maintain 4 or less Chronically absent students for the year.

Facilities Inspection status: maintain 0 repairs needed and or fix problems.

Actual

Columbine maintained its 4 or less chronically absent students - 1 student.

Columbine Inspection Report shows 0 repairs and or fix problems.

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

Tractor for the yard, refinish roof, and new flooring.

Actual Actions/Services

Columbine bought a new tractor. The cost of the tractor prohibited refinishing the roof and new flooring.

Budgeted Expenditures

\$36,000
LCFF S/C
Capital Outlay

Estimated Actual Expenditures

\$36,956.
LCFF S/C
Capital Outlay

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

The school will provide a new sink and countertop in one or two rooms.

The school decided not to put new sinks and counter tops in rooms 1 and 3. The teachers preferred that we wait until a later date and the tractor purchased was more expensive than originally planned.

\$3,000
LCFF S/C
Materials & Supplies

\$.00
LCFF S/C
Materials & Supplies

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

The school clerk will monitor attendance, suspension, and chronic absenteeism issues as part of her duties. The school will provide Saturday School to combat absences and add a component to the discipline plan.

The school clerk monitored attendance and truanicies and provided documentation. She provided Saturday School candidates too. Saturday School was held 5 times to combat attendance and discipline problems. Teachers were paid at 40.00 an hour.

\$5,614
LCFF S/C
Salary and Benefits

\$3,493
LCFF S/C
Salary and Benefits

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

The school provides fee for Teacher Induction Program for teacher training to improve classroom instruction for students.

One teacher participated in the teacher Induction Program but the Educator Effectiveness Program paid for it.

\$3,000
LCFF S/C
Operating Expenses

\$.00
LCFF S/C
Operating Expenses

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.

All of the actions were implemented except the sinks and countertops. The two teachers preferred to not have their rooms altered until a later date. The Teacher Induction Program was paid by another program.

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

Saturday school helped our overall attendance and potentially chronic absent students. The tractor has shortened the amount of time it takes to drag the dirt areas. The teacher in the Induction program is continuing to show steady growth.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The Induction Program was paid from another fund. The sink and counter tops weren't purchased. Some extra money is attributed to budgeting for additional Saturday Schools.

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.

Facility improvements to continue and no Teacher Induction costs this year.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

The superintendent provided presentations to the stakeholders that contained a clear description of LCFF, the district's current vision and mission, and student data from Columbine's 2017/18 LCAP. All of this data was compiled prior to key presentations in which input was garnered for each stakeholder group. Presentations and corresponding materials were presented to the following groups; teachers, staff, parents, School Site Council, and parents on our LCAP council. At each presentation information was collected regarding LCAP Goals. Planning and consulting are key components of Columbine's success. The process involved our stakeholders. Board meetings reviewed our data, provided consultation, and planned on 2/14/18, 4/11/18, 5/9/18, and 6/14/18. School Site Council, School Advisory Council, and Safety Committees met on 10/4/17, 12/12/17, 4/5/18, 5/17/18, and 6/12/18. Students participated in an LCAP survey covering goals and school needs. Columbine Community was involved with a presentation, input, and consulting at Open House on 5/10/18. They also were a part of the survey process. The teacher's union was represented on our School Site Council.

Computer and internet access, safety inspections, surveys, CAASPP and CELDT testing results, Columbine Dashboard, attendance, student grades and behavior, event / activity participation and committee recommendations provides shareholders with information.

Impact on LCAP and Annual Update

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

The consultations told us that our plan is supported. Stakeholder input led to expanding summer school, additional coaching for activities, and continuing facility improvements.

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

To provide opportunities for all students to learn and practice common core skills, including English learners, low income pupils, and foster youth.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 8

Local Priorities:

Identified Need:

School has an ongoing internet access cost to allow grades 3-8 to access the Internet. Columbine needs a classroom set of computers to efficiently continue this service. Classes will be able to better teach the curriculum and monitor student progress through the Interim assessments. Online curriculum is limited to language arts and math and both subjects could use remediation programs. Social Science and Science purchases will increase online curriculum. Online and other sources of supplemental materials for remediation are other needs.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Degree to which all students have standards aligned instructional materials..	100% of Students have standards-aligned instructional materials.	100% of Students have standards-aligned instructional materials.	100% of Students have standardized instructional materials.	100% of Students have standardized instructional materials.
1 class outside of grades 3-8 will have 1 to 1 computer ratio for daily instructional use.	0 classes in grades TK - 2 have 1 to 1 computer to student ratios.	TK through grade 2 only have enough computers for group work.	Add computers in one grade to reach one to one ratio.	Add computers in a second grade to reach one to one ratio.

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

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

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

Unchanged

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

Modified

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

Modified

2017-18 Actions/Services

The school will purchase 25 computers. Purchases may be made for tables, chairs, headphones, wiring, paying to set-up technology, curriculum, software, printer, laptops, projectors, and other technology accessories for any of our classrooms. This will ensure student access to instructional resources in all subject areas.

2018-19 Actions/Services

The school will purchase 30 computers. 5 or more of the computers will be used by the reading specialist to work with EL, low income, and Foster Youth. Purchases may be made for tables, chairs, headphones, wiring, paying to set-up technology, curriculum, software, printers, laptops, projectors, and other technology accessories for any of our classrooms. This will ensure student access to instructional resources in all subject areas.

2019-20 Actions/Services

The school will purchase 25 computers. Purchases may be made for tables, chairs, headphones, wiring, paying to set-up technology, curriculum, software, printers, laptops, projectors, and other technology accessories for any of our classrooms. This will ensure student access to instructional resources in all subject areas.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	15,000	15,000	15,000
Source	LCFF S/C	LCFF/SC	LCFF/SC
Budget Reference	Technology Equipment	Technology Equipment	Technology Equipment

Action #2

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, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

Modified

2017-18 Actions/Services

Online curriculum for math and language arts may be reviewed and purchased. Purchases may be made for other curriculum materials - books for novel units, and social studies curriculum.

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

Modified

2018-19 Actions/Services

Online supplemental curriculum for math and language arts may be reviewed and purchased. Purchases may be made for other supplemental curriculum materials - books and materials for novel units, Science, Social Studies, and / or remediation.

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

Modified

2019-20 Actions/Services

Online curriculum for math and or language arts may be purchased. Purchases may be made for other supplemental Instructional materials such as Science, Social Studies, books, and novels.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$36,048	39,117	40,000
Source	LCFF S/C	LCFF S/C	LCFF/SC
Budget Reference	Instructional Materials	Instructional Materials	Instructional materials

Action #3

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

Fee for internet access ensuring consistent access

2018-19 Actions/Services

Budget modified

2019-20 Actions/Services

Budget modified

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	\$10,000	\$16,000	\$16,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	Communication	Communication	Communication

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

Modified

Goal 2

Provide for student achievement in language arts and math to Low Income, English Learners, and Foster Youth. Supplemental learning experiences and assistance for Low Income, EL, Foster Youth, and general population students who need extra support.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

2017 State Test results have identified students in grades 3-8 that are below the standard in math and language arts.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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State Assessment for Math & ELA

Language arts – 20.1% above level 3
Math – 19.8% above level 3

New baseline ELA 17.1 distance above 3. Math 9.4 distance above 3.

1% growth in math and English Language Arts on distance above 3.

1% growth in math and English Language Arts on distance above 3.

McGraw-Hill assessments.

2016/17:
- Kindergarten- 95% met language arts and 90% in math.
- 1st grade averaged 61% in math
- 2nd grade 100% scored 70% or higher on math

- Kindergarten students will meet language arts and math standards on their report cards.
- 70% of 1st graders will average 50% or higher on the CAT 5 math test.
- 80% of 2nd graders will score 70% or higher on math assessment.

- Kindergarten students will meet language arts and math standards on their report cards.
- 70% of 1st graders will average 50% or higher on the CAT 5 math test.
- 80% of 2nd graders will score 70% or higher on math assessment.

- Kindergarten students will meet language arts and math standards on their report cards.
- 70% of 1st graders will average 50% or higher on the CAT 5 math test.
- 80% of 2nd graders will score 70% or higher on math assessment.

State EL scores on CELDT / ELPAC will be monitored for EL students to measure progress toward English proficiency.

92% went up 1 level or remained the same (2016/17). New baseline will be set based on percentage of EL students making at least one level growth from 2017-18 to 2018-19 ELPAC assessment.

90% will advance one level or maintain their previous level. Due to change in state EL assessment from CELDT to ELPAC, EL student progress toward proficiency could not be measured.

66% will advance one level or more. Columbine only had 3 ELs at the end of the 2017-18 school year.

70% will advanced one level or more.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
English Learner reclassification rate	20% of the EL students were redesignated. (2016/17)	Continue at 10% or higher	33% or higher reclassification rate. Columbine only had 3 ELs when school ended June 1, 2018.	40% or higher reclassification rate.
Teachers will receive training in social studies or science	All teachers	All teachers	All teachers	Teachers not trained due to adoption timeline changing
All students, including unduplicated and special needs students, will have access to writing assignments on a quarterly basis.	100% had writing assignments on a quarterly basis (2016/17)	All students 4 times a year.	All students 4 times a year.	All students 4 times a year.

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

The school is committed to seek input from School Site Council, School Advisory Council, LCAP representatives, and Safety committees as vital cogs in our LCAP process.

4 times the various committees reviewed, discussed, planned, and/or consulted on LCAP. (2016/17)

3-5 times during the year. Consulting is a role that will continue for these groups.

3-5 times during the year. Consulting is a role that will continue for these groups.

3-5 times during the year. Consulting is a role that will continue for these groups.

The school will maintain its parent/community volunteer program which is vital for all student success in school activities, including Unduplicated pupils and those with exceptional needs.

104 people, helped at a variety of school activities.

Maintain a minimum of 85 volunteers

Attain a minimum of 95 Volunteers

Maintain a minimum of 95volunteers

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

A minimum of 1% more students in grades 5-8 will practice spont activities for Odyssey of the Mind 2 to 3 times a year, The activities feature creativity, following directions, and making oral responses or producing a product.

42% of the students in grades 5-8 practice spont activities for Odyssey of the Mind 2 to 3 times a year.

baseline is 42% in 2017/18.

1% increase in the percent of 5-8 graders practicing Odyssey of the Mind activities 2 to 3 times a year.

1% increase in the percent of 5-8 graders practicing Odyssey of the Mind activities 2 to 3 times a year.

Percentage of all students that have access to or are enrolled in a broad course of study, including unduplicated pupils and those with exceptional needs.

79% of students (including unduplicated and exceptional needs) have access to or are enrolled in a broad course of study.

79% had access

80% will have access.

81% will have access.

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Implementation of academic and performance standards for all students , including access to ELDF standards for English Learners.

100% Standards implementation, including ELD standards (based on classroom observations and teacher evaluations).

100% academic standards (including ELD standards) implementation.

100% academic standards (including ELD standards) implementation.

100% academic standards (including ELD standards) implementation.

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)

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, Foster Youth, 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

Instructional aides will work in grades K-8 to address expected standards in language arts, math and ELD.

Instructional aides will work in grades TK-8 to address expected standards in language arts, math, and ELD. Added aide time.

Instructional aides may work in grades TK-8 to address expected standards in language arts, math, and ELD.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,236	\$25,965	21,236
Source	LCFF S/C	LCFF S/C	LCFF/SC
Budget Reference	Salary & Benefits	Salary & Benefits	Salary & Benefits

Action #2

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

Limited to Unduplicated Student Groups

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

Additional support and focus on EL student K-8 on a part time basis to enhance re-classification criteria. The reading specialist and another employee work with EL's on listening, reading, speaking, and writing skills.

The reading specialist and a summer school teacher will work with EL's on listening, speaking, reading, and writing skills. Additional staff may be assigned to assist ELs.

The reading specialist and a summer school teacher will work with EL's on listening, speaking, reading, and writing skills. Additional staff may be assigned to assist EL

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$22,723	\$46,877	50,000
Source	LCFF S/C	LCFF S/C	LCFF/SC
Budget Reference	Salary & Benefits	Salary & Benefits	Salary & Benefits

Action #3

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

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

Modified

2017-18 Actions/Services

Hire up to 4 summer school teachers to provide student support to accelerate their learning and language proficiency. The support is based on the neediest identified students. Instruction and support for EL student will be based on ELD standards.

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

Modified

2018-19 Actions/Services

Hire up to 5 summer school teachers to provide student support to accelerate their learning and language proficiency. The support is based on the neediest identified students. Instruction and support for EL students will be based on ELD Standards,

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

Unchanged

2019-20 Actions/Services

Hire up to 5 summer school teachers to provide student support to accelerate their learning and language proficiency. The support is based on the neediest identified students. Instruction and support for EL students will be based on ELD Standards,

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,568	19,291	19,291
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	Salary and Benefits	Salary & Benefits	Salary & Benefits

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

Modified

Goal 3

To provide a variety of learning activities to enhance student achievement on the new state standards.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4, 5, 6

Local Priorities:

Identified Need:

20% of the students have computers that are rebuilt and not trustworthy. Over 50% of the students participate in 8 student events or activities.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Assessment for Math & ELA - distance above level 3 for both subjects.	Language arts – 20.1% above level 3 Math – 19.8% above level 3	New baseline ELA 17.1 above 3 and math 9.4 above 3.	Increase 1% in ELA and math above 3.	Increase 1% in ELA and math above 3.

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Student participation in the 8 student activities.

69% student participation in the 8 activities

Increase participation by 1%

Increase participation by 1%

Increase participation by 1%

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)

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, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

Unchanged

2017-18 Actions/Services

The school pays extra for coaching and travel costs for Odyssey of the Mind, running the Book Fair, and teacher hours for coaching Math Field Day. Costs would escalate if we qualify for World Odyssey of the Mind.

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

Modified

2018-19 Actions/Services

The school pays extra for coaching and travel costs for Odyssey of the Mind, running the Book Fair, and teacher hours for coaching Math Field Day. Costs would escalate if we qualify for World Odyssey of the Mind. Additional teacher time, money, and increased student participation may be spent on coaching spont activity sessions for Odyssey of the Mind. This is a form of problem solving stressing creativity and oral communication skills.

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

Modified

2019-20 Actions/Services

The school pays extra for coaching and travel costs for Odyssey of the Mind, running the Book Fair, and teacher hours for coaching Math Field Day. Costs would escalate if we qualify for World Odyssey of the Mind. Additional money may be spent on coaching spont activities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,508	38,038	37,685
Source	LCFF S/C	LCFF/SC	LCFF/SC

Year	2017-18	2018-19	2019-20
Budget Reference	Salary & Benefits	Salary & Benefits	Salary & Benefits

Action #2

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, Foster Youth, 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	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

The school provides reading books for each grade level and all students through the library.

The school provides reading books for each grade level and all students through the library.

The school provides reading books for each grade level and all students through the library.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$2,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	Instructional Materials	Instructional Materials	Instructional Materials

Action #3

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, Foster Youth, 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

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

The school provides after school classes that cover technology and writing skills.

The school provides after school classes that cover technology and writing skills.

The school provides after school classes that cover technology and writing skills.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,500	\$2,500	\$2,500
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	Salaries & Benefits	Salaries & Benefits	Salaries & Benefits

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

Unchanged

Goal 4

To maintain a safe and clean campus, address student attendance issues, and continue to provide fully credentialed teachers in appropriate assignments.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, 6

Local Priorities:

Identified Need:

The district needs to maintain a safe learning environment, address student attendance, and provide fully credentialed teachers in appropriate assignments.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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Degree to which teachers are fully credentialed and appropriately assigned.	10 out of 10 teachers were fully credentialed and appropriately assigned (2017-18)	10 out of 10 teachers were fully credentialed and appropriately assigned	10 out of 10 teachers will be fully credentialed and appropriately assigned	10 out of 10 teachers will be fully credentialed and appropriately assigned
Attendance rate.	97% (2016/17)	Maintain 97%	Maintain 97%	Maintain 97%
suspended and expelled student.	9 suspended (2016/17) 0 expelled	8 or less suspended 0 expelled	Maintain 8 or less suspended 0 expelled	Maintain 8 or less suspended 0 expelled
8th grade graduation rate	100% graduation rate (2016/17)	Maintain 100%	Maintain 100%	Maintain 100%
Chronically absent students for the year.	3 chronically absent (2016/17)	Maintain 4 or less	Maintain 4 or less	Maintain 4 or less
Facilities Inspection status	0 repairs needed (July 2016)	Maintain 0 repairs needed and or fix problems	Maintain 0 repairs needed and or fix problems	Maintain 0 repairs needed and or fix problems
Middle School Dropout Rate	Maintain 0% Dropout Rate.	Dropout Rate was 0%	Maintain 0% Dropout Rate.	Maintain 0% Dropout Rate.

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Pupils, teachers, and parents sense of school safety and student connected to school (based on surveys).

90% of students indicate they feel safe at school. 100% of staff and parents feel the school is a safe place. 90% of students state they feel staff cares about them and they feel connected to school. 100% of staff and parents state that students are cared for and feel connected to school.

90% of students indicate they feel safe at school. 100% of staff and parents feel the school is a safe place. 90% of students state they feel staff cares about them and they feel connected to school. 100% of staff and parents state that students are cared for and feel connected to school.

92% of students will indicate they feel safe at school. Maintain 100% of staff and parents feel the school is a safe place. 92% of students will state they feel staff cares about them and they feel connected to school. Maintain 100% of staff and parents state that students are cared for and feel connected to school.

93% of students will indicate they feel safe at school. Maintain 100% of staff and parents feel the school is a safe place. 93% of will state they feel staff cares about them and they feel connected to school. Maintain 100% of staff and parents state that students are cared for and feel connected to school.

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

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, Foster Youth, 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

Tractor for the yard, refinish roof, and new flooring

Refinish roof and new flooring – carpeting and linoleum

Carpeting and repairs

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$36,000

\$40,000

\$20,000

Source

LCFF S/C

LCFF S/C

LCFF S/C

Year	2017-18	2018-19	2019-20
Budget Reference	Rentals, Repairs & Leases, Equipment	Rentals, Repairs & Leases, Equipment	Rentals, Repairs & Leases, Equipment

Action #2

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, Foster Youth, Low Income	Schoolwide	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	New
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

The school will provide a new sink and countertop in one or two rooms

Action / service was discontinued due to focusing funds on other areas.

New sprinklers and repairs

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	00.00	\$3,000
Source	LCFF S/C	N/A	LCFF S/C
Budget Reference	Materials & Supplies	N/A	Materials & Supplies

Action #3

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, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

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

Modified

2017-18 Actions/Services

The school clerk will monitor attendance, suspension, and chronic absenteeism issues as part of her duties. The school will provide Saturday School to combat absences and add a component to the discipline plan.

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

Modified

2018-19 Actions/Services

The school clerk will monitor attendance, suspension, and chronic absenteeism issues as part of her duties. The school will provide Saturday School to combat absences and add a component to the discipline plan.

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

Modified

2019-20 Actions/Services

The school clerk will monitor attendance, suspension, and chronic absenteeism issues as part of her duties. The school will provide Saturday School to combat absences and add a component to the discipline plan.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,614	\$6,114	\$6,614
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	Salary and Benefits	Salary and Benefits	Salary and Benefits

Action #4

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

All Schools

Actions/Services

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

Modified

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

Modified

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

Unchanged

2017-18 Actions/Services

The school provides fee for Teacher Induction Program for teacher training to improve classroom instruction for students.

2018-19 Actions/Services

Teacher Induction Program is being paid for by another fund this year.

2019-20 Actions/Services

Teacher Induction Program is being paid for by another fund this year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	00.00	00.00
Source	LCFF S/C	N/A	N/A
Budget Reference	Operating Expenses	N/A	N/A

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$184,197

Percentage to Increase or Improve Services

11.79 %

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.

Columbine School District has calculated that it will receive \$184,197 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). In addition, using the same calculation tool the proportionality percentage has been calculated at 11.79%. Columbine SD has demonstrated the district is meeting its minimum proportionality requirement by expenditure of the total 2017-18 Supplemental and Concentration Grant funding for qualifying purposes as reported in the Goals, Actions & Services section of this plan. The reading specialist will spend more time on reading, speaking, listening, and writing skills for EL students.

Currently the demographics of the district indicate that 61.35% of the district's students are qualified for Free and reduced meals. Also, 9.7% of the district students are English learners. Given the large group of low-income students, all district goals are designed to close the achievement gap and meet the needs of these targeted students. "All programs in our plan are provided on a school wide basis, but are principally directed at the unduplicated pupil." The programs are provided in the LCAP are designed to provide all students' access to a Standard based curriculum. Computers,

consistent Wi-Fi access, language arts curriculum, safe exit, student mastery of the standards, and proper functioning facilities are prime examples. The school provides all students instruction in a safe learning environment. By implementing these goals and programs to close the achievement gap for all students. Through a school wide approach, it will help catapult our high-risk students and English learners forward.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

250,902

15.73%

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.

Columbine School District has calculated that it will receive \$250,902 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). In addition, using the same calculation tool the proportionality percentage has been calculated at 15.73%. Columbine SD has demonstrated the district is meeting its minimum proportionality requirement by expenditure of the total 2018 / 19 Supplemental and Concentration Grant funding for qualifying purposes as reported in the Goals, Actions & Services section of this plan. The reading specialist will work on reading, speaking, listening, and writing skills for EL students. An EL summer school class, additional summer school class, and increased aide time are services to these groups.

Currently the demographics of the district indicate that 60.5% of the district's students are qualified for Free and reduced meals. Also, 6.5% of the district students are English learners. Given the large group of low-income students, all district goals are designed to close the achievement gap and meet the needs of these targeted students. "All programs in our plan are provided on a school wide basis, but are principally directed at the unduplicated pupil." The programs are provided in the LCAP are designed to provide all students' access to a Standard based curriculum. Computers, consistent Wi-Fi access with increased band, supplemental materials for technology and or other means of instruction. Student mastery of the standards and proper functioning facilities are prime examples. The school provides all students instruction in a safe learning environment. By

implementing these goals and programs to close the achievement gap for all students. Through a school wide approach, it will help catapult our high-risk students and English learners forward.

ELs, foster youth, and low-income students will receive increased and improved service by the following actions and services. Reading Specialist support will increase by 70 minutes daily. Purchasing 5 computers, Internet access, and an ELA remediation program will help the reading specialist better serve ELs, Foster Youth, and Low-Income students. A teacher will be hired for about 120 hours to remediate ELs, Foster Youth, and Low-Income students in language arts and or math. Another teacher will work with the ELs, Foster Youth, and low-income on spont activities for Odyssey of the Mind to improve their creativity, oral skills, and problem solving. The summer school teacher will work with 8th grade ELs, Foster Youth, and Low-Income students on Algebra skills.