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

**Budget Overview for the 2019-20 LCAP Year**

This chart shows the total general purpose revenue Novato Charter School expects to receive in the coming year from all sources.

The total revenue projected for Novato Charter School is $2,559,867.00, of which $2,182,387.00 is Local Control Funding Formula (LCFF), $57,230.00 is other state funds, $320,250.00 is local funds, and $0.00 is federal funds. Of the $2,182,387.00 in LCFF Funds, $51,733.00 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.
Novato Charter School plans to spend $2,558,912.00 for the 2019-20 school year. Of that amount, $1,659,943.00 is tied to actions/services in the LCAP and $898,969.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The following are not included in the LCAP:

- Salaries and Benefits for Admin and Operations staff
- Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Novato Charter School is projecting it will receive $51,733.00 based on the enrollment of foster youth, English learner, and low-income students. Novato Charter School 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, Novato Charter School plans to spend $58,423.00 on actions to meet this requirement.
This chart compares what Novato Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Novato Charter School 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, Novato Charter School's LCAP budgeted $27,200.00 for planned actions to increase or improve services for high needs students. Novato Charter School estimates that it will actually spend $52,115.00 for actions to increase or improve services for high needs students in 2018-19.
Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.
Appendix A: Priorities 5 and 6 Rate Calculations
Appendix B: Guiding Questions: Use as prompts (not limits)
California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

<table>
<thead>
<tr>
<th>LEA Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Novato Charter School</td>
<td>Nikki Lloyd</td>
<td><a href="mailto:nlloyd@nusd.org">nlloyd@nusd.org</a></td>
</tr>
<tr>
<td></td>
<td>Director</td>
<td>(415) 883-4254</td>
</tr>
</tbody>
</table>

2017-20 Plan Summary

The Story

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

Novato Charter School is a community of parents and teachers using educational methods that nurture and inspire creativity, critical thinking, and motivated learning. As an institution committed to educating the whole child, the school endeavors to foster the unfolding of each child’s full potential. Guided by the Core Principles of Public Waldorf education, integrated with current best educational practices and State standards, our teachers nurture the imagination in the early years in order to build a foundation for abstract thinking. The child’s intellect is appropriately challenged in the middle years and through 8th grade. This education places equal emphasis on a solid academic foundation, artistic expression, social/emotional development, and attention to the inner life of the child. An
integrated project-based approach to learning emphasizes the child’s relationship to the natural world thereby promoting respect for the environment and humankind. The goal of the Novato Charter School is to nurture the whole child with the objective of enabling students to become self-motivated, competent life-long learners.

The Novato Charter School is based upon:
- A developmental approach
- A classical and innovative education
- A strong sense of community
- A high degree of parent participation
- A close, long term relationship with teachers
- Cooperative learning among peers
- A strong focus on respect, responsibility, and compassion

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

As we move into the third and final year of our three-year plan, we were able to do a deep analysis of the LCAP and our progress towards our goals. The key features for this year's LCAP will be continued focus on our six goals of strengthening our middle school, expanding resources to help parents support their child's academic and social success, site improvements to enhance energy efficiency and student safety, enhance Specialty Programs to increase parent understanding of specialty curriculum, increase faculty development and upgrade technology equipment, and to ensure continued success on CAASPP exams. While we have made significant strides in many of our actions towards achieving these goals, there are a few actions that have not yet been implemented. While we continue to strive to be successful in each goal we set, completing these actions during this final year of our three-year plan will be a primary focus.

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
Below is the overview of the Novato Charter School results from the California School Dashboard. We continue to see an increase in the English Language Arts and Mathematics results. While we are in "blue" for Chronic Absenteeism we have one student group in "yellow" and one in "green". Our suspension rate remained in "blue". Also included, is the Local Indicators showing a "standard met" on all Local Indicators. On the Five-by-Five Placement Report, Novato Charter School's performance in the All Student category for English Language Arts was at the "blue" level and at the "green" level for Mathematics. We attribute this performance to the school's commitment to success for all learners, the focus on maintaining strong universal teaching methods and high-quality classroom teaching based on a curriculum guided by the core principles for the Alliance for Public Waldorf Education, and regular attention to fostering a healthy school climate that is conducive to learning.
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**

Novato Charter School did not have any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category and all Standards were Met.

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**

Novato Charter currently has no student groups that are two or more performance levels below “all student” performance.

**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.

None

**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.

na

**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.

na
Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

Strengthen middle school & enhance middle school experience – develop self-responsibility and self-direction in students to better prepare them for high school & enhance their experience of feeling safe, socially accepted and included at school.

State and/or Local Priorities addressed by this goal:

State Priorities:  
Priority 1: Basic (Conditions of Learning)  
Priority 2: State Standards (Conditions of Learning)  
Priority 4: Pupil Achievement (Pupil Outcomes)  
Priority 5: Pupil Engagement (Engagement)  
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual MS Student Survey</td>
<td>65% stated sense of belonging</td>
<td>74% stated they can express themselves at school</td>
</tr>
<tr>
<td>18-19 Redesign survey for more focused and useful stakeholder data</td>
<td>80%+ stated they are treated well &amp; care about each other</td>
<td>75% stated they feel prepared to speak in front of an audience</td>
</tr>
<tr>
<td>Baseline</td>
<td>85% stated the feel prepared to use technology &amp; media for school purposes</td>
<td>This year NCS offered the California Healthy Kids Survey to students in 5th-6th grade for the first time. Participating in the California Healthy Kids Survey provides us with the opportunity to analyze our school results, compare these results with other schools, and to help guide our LCAP process.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Our expectations for the Annual Middle School Student Survey are to reach 75% or above in each category related to self-responsibility, self-direction, and feelings of safety and inclusion at school.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>For our 5th and 6th grade students they averaged:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100% Perceived School Safety</td>
</tr>
<tr>
<td></td>
<td></td>
<td>91% School Connectedness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>94% High Expectations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>91% Anti-Bullying Climate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>88% Social Emotional Learning Supports</td>
</tr>
<tr>
<td></td>
<td></td>
<td>For our 7th and 8th grade students they averaged:</td>
</tr>
</tbody>
</table>
### Expected

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual MS Parent Survey</td>
<td>18-19 Synchronize survey with LCAP measurement criteria</td>
</tr>
<tr>
<td>Baseline</td>
<td>69% understand homework expectations</td>
</tr>
<tr>
<td></td>
<td>65% understand the use of technology in the curriculum</td>
</tr>
<tr>
<td></td>
<td>96% stated school provides safe environment</td>
</tr>
<tr>
<td></td>
<td>93% stated school offers resources to support success of my child</td>
</tr>
</tbody>
</table>

### Actual

- 87% Perceived School Safety
- 78% School Connectedness
- 83% High Expectations

The Annual Parent Survey was conducted in February and we had a record high of 150 participants. We made some modifications to the Annual Survey and will continue to refine the survey to align with our LCAP measurement criteria.

Our expectations for the Annual Parent Survey are to reach 75% or above in each category related to self-responsibility, self-direction, high school preparation and feelings of safety and inclusion at school.

- 94% My child is encouraged and supported by faculty and staff to develop healthy relationships with adults at school
- 93% My child is guided to navigate peer relationships and solve peer conflict
- 93% The school provides a safe learning environment for students, free from racial discrimination, gender identity discrimination, and harassment
- 90% Have a good understanding of what the school is doing to support my child’s relationship with adults and fellow students at the school
- 96% Feel welcomed and respected at the school
- 87% The school offers adequate opportunities and resources to help me support the success of my child

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAASPP Results</td>
<td>18-19 “All Students” in High performance</td>
</tr>
</tbody>
</table>

The results of the 2018-19 CAASPP Testing are:
- English Language Arts: Blue 49.9 points above standard and an increase of 10.7 points
- Mathematics: Green 22.8 points above standard and an increase of 9.1 points
- Chronic Absenteeism: Blue with 1.5% chronically absent which declined 1.8%
- Suspension Rate: Blue which was consistent with the previous 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**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>

Page 9 of 90
Continue work with Beyond Differences & Gender Spectrum presentations as well as teacher-led discussion

Action 1: To continue deepening the Social Inclusion Program. Currently, six staff and one board member are trained in Beyond Diversity’s “Courageous Conversations”
We continued our collaboration with our Many Hearts Committee. Who’s mission is: Embracing Diversity, Expanding Awareness, Cultivating Kindness.

5800 LCFF Base $2,250
$1,800 was paid in 2017-18 no additional funds were paid in 2018-19
5800: Professional/Consulting Services And Operating Expenditures LCFF Base 0

Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue Fall field trip to Westminster Woods ropes course including community building workshops</td>
<td>Action 2: To continue middle school ropes course. The 6th-8th Grade students attended the Westminster Woods ropes course in the Fall.</td>
<td>5200 Other Local Revenue $7,500</td>
<td>5200 Other Local Revenue $6,915</td>
</tr>
</tbody>
</table>

Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expand use of lessons during planned blocks</td>
<td>Action 3: Expand Cyber Civics program use. NCS continued to work with the Cyber Civics curriculum promoting responsible and ethical use of online activity in middle school.</td>
<td>4300 LCFF Base 325</td>
<td>4300 LCFF Base $447</td>
</tr>
</tbody>
</table>

Action 4

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify &amp; develop new leaders Continue work with students &amp; class teachers</td>
<td>Action 4: Continue the student-led Code of Compassion. The 2018-19 Code of Compassion was created and posted in each classroom. In addition, the Student</td>
<td>5800 LCFF Base 500</td>
<td>5800 LCFF Base $500</td>
</tr>
</tbody>
</table>
Social Action Committee continues to provide support for younger students on the playground and in the classrooms.

### Action 5

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makerspace, woodwork, garden adventures, clay &amp; crafts, fab lab, athletics, chalk lab, teacher assistant</td>
<td>Action 5: Continue mixed-grade electives.</td>
<td>5800 LCFF Base $1,300</td>
<td>5800 LCFF Base $1,500</td>
</tr>
</tbody>
</table>

### Action 6

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least one meeting with teacher in the Fall and additional upon request to review progress report and discuss student role in success</td>
<td>Action 6: Periodic review with students and parents of the &quot;Responsibility of Learning&quot; grades on the middle school report card.</td>
<td>n/a 0</td>
<td></td>
</tr>
</tbody>
</table>

### Action 7

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Require homework logs to be kept and submitted 2-3 times per year for one-week periods. Teachers assess time/value ratio and make adjustment suggestions after analysis</td>
<td>Action 7: Continue requiring students to keep homework logs at specific intervals and analyze results both quantitatively and qualitatively. The homework log activity is ongoing.</td>
<td>n/a 0</td>
<td></td>
</tr>
</tbody>
</table>

### Action 8
• Provide Middle School students with planner for tracking assignments & due dates
• Periodic review of planners provided to students based on class requirements (at end of block or term)
• Project assignments throughout the grades with established milestones and targets

Action 8: Teach executive functioning to students through planners, scaffolding, and using timers for classwork

<table>
<thead>
<tr>
<th>Action 9</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Homework Club proved for middle school students with two certificated teachers two times per week.</td>
<td>Action 9: Provide after school support for students at least two days per week.</td>
<td>1100 LCFF Base/Supplemental $15,275</td>
<td>1000-1999: Certificated Personnel Salaries LCFF Base/Supplemental $14,194</td>
</tr>
<tr>
<td></td>
<td>Power Hour provided for 4th &amp; 5th graders after school one day per week with one teacher.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ACT provided with one teacher one day per week after school for test make-up due to absence/grade recovery</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

Our goal to strengthen middle school & enhance middle school experience – develop self-responsibility and self-direction in students to better prepare them for high school & enhance their experience of feeling safe, socially accepted and included at school has been implemented through our nine actions/services. This year NCS administered the California Healthy Kids Survey to students in 5th-8th grade for the first time. Participating in the California Healthy Kids Survey provides us with the opportunity to analyze our school results, compare these results with other schools, and to help guide our LCAP process. We continued our collaboration with our Many Hearts Committee. The committee hosted the Not In Our Town event for the Novato community. In addition, we continued the important Beyond Differences work which is a student-led organization with the focus of ending social isolation. We participated in the National No One Eats Alone program and the 2018-19 Code of Compassion was created and posted in each classroom. It reminds students to Use kind words, Never Discriminate, Include others, Talk to new people, Express positivity, and Dividing is not uniting. The ongoing work to prepare the students for high school is implemented by our focus on self-responsibility and self-direction. The homework logs and middle school planners provide useful tools for the teachers and students to track progress and ensure this goal is being met. Homework club and Power Hour programs are in place to support students.

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

Our actions and services were very effective in assisting us to reach our goal of strengthening our middle school. We continue to experience full enrollment in the school and specifically in middle school. Through the work in the classrooms and beyond (field trips), we have implemented our actions and services to enhance the middle school experience. Based on the results from the California Healthy Kids Survey, our students have a strong sense of school safety, connectedness, high expectations, view the school as having an anti-bullying climate, and social-emotional learning supports. We exceeded our expectations in these areas. NCS continued to work with the Cyber Civics curriculum to promote responsible and ethical use of online activity in middle school. The Student Social Action Committee continues to provide support for younger students on the playground and in the classrooms. Based on the results of the 2018-19 CAASPP Testing our action/services support our goal: English Language Arts: Blue 49.9 points above standard and an increase of 10.7 points. Mathematics: Green 22.8 points above standard and an increase of 9.1 points, Chronic Absenteeism: Blue with 1.5% chronically absent which declined 1.8%, and Suspension Rate: Blue which was consistent with the previous year. In addition, the results from our Parent Survey show significant confidence in the following areas: 94% My child is encouraged and supported by faculty and staff to develop healthy relationships with adults at school. 93% My child is guided to navigate peer relationships and solve peer conflict. 93% The school provides a safe learning environment for students, free from racial discrimination, gender identity discrimination, and harassment. 90% Have a good understanding of what the school is doing to support my child’s relationship with adults and fellow students at the school. 96% Feel welcomed and respected at the school and 87% The school offers adequate opportunities and resources to help me support the success of my child.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In Action 1: To continue deepening the Social Inclusion Program. Currently, six staff and one board member are trained in Beyond Diversity’s “Courageous Conversations” $1,800 was paid toward these trainings in 2017-18 no additional funds were paid in 2018-19

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.

No changes were made to this goal.
Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 2

Expand resources to help parents support their child’s academic and social success – better inform parents in order to foster a stronger partnership with school in support of student academic & social-emotional development

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 3: Parental Involvement (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
</tr>
<tr>
<td></td>
<td>Priority 5: Pupil Engagement (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 6: School Climate (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
</tr>
</tbody>
</table>

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Parent Survey</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Annual Parent Survey was conducted in February and we had a record high number of responses with 150 participants this year. We made some modifications to the Annual Survey and will continue to refine the survey to align with our LCAP measurement criteria.

Our expectations for the Annual Parent Survey are to reach 75% or above in each category related to self-responsibility, self-direction, high school preparation and feelings of safety and inclusion at school.

Below is a snapshot of the survey outcomes:
94% My child is encouraged and supported by faculty and staff to develop healthy relationships with adults at school
93% My child is guided to navigate peer relationships and solve peer conflict
93% The school provides a safe learning environment for students, free from racial discrimination, gender identity discrimination, and harassment.
### 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.

<table>
<thead>
<tr>
<th>Action</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| Action 1 | • Support Parent Education Committee work to identify and provide information about topics of interest to parent/guardian community  
• Establish Parent Education Article Library on school website  
• Schedule parent education presentation at least one time per year for TBD topic | Action 1: Survey parents in the Fall regarding topics to cover in Parent Education evenings and class meetings. The parent survey was conducted in the Fall and the Parent Education Committee worked with the administration to determine appropriate articles to share with community members. We were successful in creating a Parent Resource section on our new website that is full of excellent resources including books, articles, and links. The annual parent education presentation was taken up by the Many Hearts Committee and their work in co-hosting the community-wide filming of Not In Our Town which was followed by a panel discussion. | 5800 LCFF Base $1,650 | 5800 LCFF Base $2,123 |
| Action 2 | | Action 2: Continue weekly letters from teachers and the school. | 5800 LCFF Base $625 | 5800 LCFF Base $1,946 |

90% Have a good understanding of what the school is doing to support my child’s relationship with adults and fellow students at the school  
96% Feel welcomed and respected at the school  
87% The school offers adequate opportunities and resources to help me support the success of my child
Planned Actions/Services:
Teachers sent weekly class updates to parents. The Kindergarten and grades teachers sent weekly newsletter updates to the parents via MailChimp. In addition, the weekly newsletter "The Thread" was sent every Friday that school was in session. These are the best resources for all-school information and class-specific updates and notifications.

### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete and distribute “through the grades” subject grid</td>
<td>Action 3: Create and disseminate Through-the-Grades Subject Grid. This action has been taken up by a group of Faculty members and the &quot;through the grades&quot; subject grid has been completed. We will begin to design and distribute the grid to parents in the 2019-20 school year.</td>
<td>5800 LCFF Base $200</td>
<td>5800 LCFF Base $2,750</td>
</tr>
</tbody>
</table>

### Action 4

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue work with Org Structure Committee – assess progress</td>
<td>Action 4: Continue work with the Organizational Structure Review Committee, guided by a consultant, in support of the structure and design implementation that supports appropriate, constructive parent involvement. During the 2018-19 school year, we implemented the all-school &quot;Roundtable Community Forum&quot; meetings. The committee</td>
<td>5800 LCFF Base $1,000</td>
<td>5800: Professional/Consulting Services And Operating Expenditures LCFF Base $1,932</td>
</tr>
</tbody>
</table>
met before and after each community meeting to plan, facilitate, and debrief.

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.

Our goal to expand resources to help parents support their child’s academic and social success, better inform parents in order to foster a stronger partnership with the school in support of student academic & social-emotional development has inspired us to make improvements throughout NCS. During the 2018-19 school year, we created and launched a new NCS website. Our new website has been a great resource for prospective and current parents and has supported our goal to expand our resources. The updated volunteer section has streamlined the communication for parent volunteers and is much easier to locate. The Parent Advisory Committee had suggested that general education articles would be easier to access as a document library on the NCS website instead of being placed in the newsletter. This section was created on the new website and contains helpful articles and links as a parent resource. Faculty members and the administration continue to communicate weekly with parents through newsletters. Action three is well underway and we look forward to distributing this grid in the upcoming school year. The Organizational Structure Review Committee implemented our all-school community forums and we will continue to work with this committee to bring the various volunteer committees together throughout the school year.

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

Our actions/services have been effective in guiding our progress towards realizing our goal. Our greatest measurement for effectiveness is our Annual Parent Survey. We are encouraged by the positive feedback from our parents.
94% My child is encouraged and supported by faculty and staff to develop healthy relationships with adults at school
93% My child is guided to navigate peer relationships and solve peer conflict
93% The school provides a safe learning environment for students, free from racial discrimination, gender identity discrimination, and harassment
90% Have a good understanding of what the school is doing to support my child’s relationship with adults and fellow students at the school
96% Feel welcomed and respected at the school
87% The school offers adequate opportunities and resources to help me support the success of my child

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The increase to the actual expenditures is attributed to staff and faculty time to produce weekly communications with parents, additional faculty time that was required to complete the "Through the Grades" subject grid, and ongoing staff and faculty time to
attend Organizational Structure Review Committee meetings and Roundtable Community Forums. In addition there were design costs associated with the Parent Resource section for the new NCS website.

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.

Our goal to expand resources to help parents support their child's academic and social success, better inform parents in order to foster a stronger partnership with the school in support of student academic & social-emotion development remains a high priority for NCS. By creating systems to consistently follow through with the actions, we have created weekly communication streams for our families. As mentioned in Action three, we were successful in creating the Through-the-grades subject grid but we were unable to disseminate it this year. This portion of the action will be completed in the 2019-20 school year. In action 4, we were successful in continuing our work with the Organization Structure Review Committee and launched our Roundtable Community Forum meetings which we originally planned to have four times per year. We made a modification to hold three of these school-wide community meetings which were well attended and created the needed structure for our various committees to collaborate.
Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 3

Site improvements to enhance energy efficiency and student safety

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Priorities:</td>
<td></td>
</tr>
</tbody>
</table>

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upgrade classroom lighting phase 2 – pending availability of Prop 39 funds</td>
<td>The classroom lighting phase 2 work has been completed.</td>
<td>5800 Prop 39 EEF $52,000</td>
<td>$40,066 was paid in June 2018 5800 Prop 39 EEF $12,007</td>
</tr>
</tbody>
</table>

Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to evaluate effectiveness of alarm &amp; response procedures</td>
<td>We continue to evaluate our alarm system to determine best practices</td>
<td>4400 LCFF Base $1,000</td>
<td>4400 LCFF Base $1,175</td>
</tr>
</tbody>
</table>
for school safety. Throughout our various safety drills, we have determined the current practice of Walkie Talkie alerts provides us with the most effective notification system.

### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repairs &amp; upgrades as identified</td>
<td>The exterior ramps were repaired during the summer and the new carpets were installed. We also purchased and installed safety pads around the basketball poles. Roof repairs in various classrooms were necessary with the heavy rainfall this year. We replaced a damaged slide that was a hazard to our students.</td>
<td>5800 LCFF Base $2,500</td>
<td>5000-5999: Services And Other Operating Expenditures LCFF Base $14,318</td>
</tr>
</tbody>
</table>

### 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.

NSC takes energy efficiency and student safety seriously and we are working to within our budget to make necessary site improvements and to enhance energy efficiency and student safety. We have completed all the lighting upgrades to the campus as described in action one. We have worked closely with NUSD to align with the district best practices. We continue to evaluate our alarm system to determine best practices for school safety. Throughout our various safety drills, we have determined the current practice of Walkie Talkie alerts provides us with the most effective notification system. In addition, this year we have implemented the use of the Titan App to communicate directly with staff and faculty members during emergency drills. As outlined in action three, we have made consistent and necessary repairs to the campus throughout the school year. The exterior ramps were repaired during the summer and the new carpets were installed. We also purchased and installed safety pads around the basketball poles. Roof repairs in various classrooms were necessary with the heavy rainfall this year. We replaced a damaged slide which was a hazard to our students.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services outlined a clear path to achieving our goal. The planned actions one and three were completed and action two is an ongoing project to ensure that the faculty and staff can be communicated with regardless of their location on campus.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1: upgrade classroom lighting phase 2 has been completed. The difference with the actual expenditures is that $40,066 was paid in 2018 and $12,007 was paid in 2019. There was a significant increase in our campus needs this year. Many of these expenses were directly related to student safety. The exterior ramps were repaired, new carpets were installed. We also purchased and installed safety pads around the basketball poles. Roof repairs in various classrooms were necessary with the heavy rainfall this year. We replaced a damaged slide that was a hazard to our students. Our expenditures came to $49,422 which was significantly higher than our budgeted expenditures.

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.

While our goal remains unchanged, there were a few additional unplanned repairs that were necessary to complete to keep our students safe. These changes are noted in Action three of the LCAP. In addition, while implementing action two, we determined that we needed to enhance our services to include the Titan App. to communicate more effectively with our staff and faculty.
Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 4
Enhance Specialty Programs and increase parent understanding of specialty curriculum

State and/or Local Priorities addressed by this goal:

- State Priorities: Priority 3: Parental Involvement (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Parent Survey</td>
<td></td>
<td>We continue to use the Annual Parent Survey to measure our goal of increasing parent understanding of specialty curriculum.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop and disseminate narrative regarding scope &amp; goals of program</td>
<td>Action 1: Movement - Movement develop and disseminate narrative regarding the scope and goals of the program. Program materials were published last year and class presentations were completed.</td>
<td>5800 LCFF Base $100</td>
<td>4300 LCFF Base $100</td>
</tr>
</tbody>
</table>
The permanent basketball side courts were designed and installed.

**Action 2**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| - Schedule 3 community garden workdays  
- Continue Master Gardener “workshops” to increase parent interest in garden upkeep | Action 2: Organic Garden - Provide three Saturday workdays for community involvement; add formal Master Gardener education opportunities to engage the community. Three all-school workdays focusing on the garden were completed and well attended. A workshop was incorporated into one of the workdays. | 4300 Other Local Revenue $600 | 4200/4300 Other Local Revenue $645 |

**Action 3**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| - Continue to deliver standardized curriculum and assessments  
- Increase parent education about the Spanish program | Action 3: Spanish - Continue to standardize curriculum delivery; complete development of consistent student assessment; re-write assembly. The Spanish assembly has been updated and presented to the community. The new textbooks have been implemented in middle school classrooms. | 4200/4300 LCFF Base $1,000 | 4200/4300 LCFF Base $1,040 |

**Action 4**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| - Maintain music library  
- Upgrade instrument quality as old instruments are retired from use | Action 4: Music - continue working on instruments storage solutions both in classrooms and music room; ongoing maintenance of music library; continue to upgrade | 4300 LCFF Base $3,000 | 4200/4300 LCFF Base $11,662 |
instrument quality by replacing worn out items. Instrument storage continues to be a challenge. Some instruments were purchased this year (recorders, violins, cellos, and a viola) but we are seeing an increase in costs to maintain the instruments and to replace cases.

**Action 5**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Re-establish student helper program</td>
<td>Action 5 - Handwork - Continue utilizing upper grade student helpers where ever possible to assist in lower grades. We have been successful in re-establishing the student helper program.</td>
<td>n/a $0</td>
<td></td>
</tr>
</tbody>
</table>

**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.

Our actions and services have been successfully implemented with the exception of instrument storage. While our music program continues to be provided to students in kindergarten through 8th grade, we are unable to identify an instrument storage solution in our community room. Two areas where we have had significant growth has been in the Spanish and Gardening programs. With the implementation of a redesigned Spanish Assembly and the new textbooks, this program is flourishing. We were fortunate to make huge strides with our gardening program this year. The staff, parent volunteers, and students have worked together to help bring this teaching space into its highest potential.

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

The actions/services set out to achieve the goal of enhancing our Specialty Programs and increase parent understanding of specialty curriculum have been effective.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

**Action 4: Music** - continue working on instruments storage solutions both in classrooms and music room; ongoing maintenance of music library; continue to upgrade instrument quality by replacing worn out items. Instrument storage continues to be a challenge. Some instruments were purchased this year (recorders, violins, cellos, and a viola) but we are seeing an increase in costs to maintain the instruments and to replace cases.

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.

After analysis of our annual parent survey, we continue to see that parents are very interested in learning more about our specialty programs. Parents indicated their level of understanding the curriculum was lower for our Spanish and Science programs. The level of understanding for the Math, Language Arts, Gardening, Handwork, Music, and Movement programs ranged from excellent to good for the majority of respondents. We expect continued improvement with regard to the parent understanding of the Spanish program.  

As stated in action three, we continue to standardize curriculum delivery; complete development of consistent student assessment; re-write assembly. The Spanish assembly has been updated and presented to the community. The new textbooks have been implemented in middle school classrooms. These changes will continue to be implemented to increase parent understanding.
Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 5

Increase Faculty development and upgrade technology equipment

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| Summer training for faculty in grade-specific material  
Early intervention training TBD | Certificated faculty attended grade-specific summer courses. Entire staff participated in Strengths Finder workshop training. Faculty, Director, and Operations Manager attended the Annual Alliance Conference. | 5800 LCFF Base/Supplemental $20,000 | 5800 LCFF Base/Supplemental $22,431 |
Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain chrome books for faculty professional use</td>
<td>Additional Chromebooks purchased for faculty as needed. Ongoing training to maximize efficiency.</td>
<td>4400 LCFF Base $800</td>
<td>4400 LCFF Base 800</td>
</tr>
</tbody>
</table>

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.

We continue to focus time and resources to accomplish goal 5: Increase Faculty development and upgrade technology equipment. To increase faculty development, the faculty and staff participated in professional development programs as planned. Faculty members attended annual training sessions focusing on their grade-specific content as noted in action one. The staff and faculty participated in a Strengths Finder workshop over the summer and in February, attended the Annual Alliance Conference. In addition to attending the Alliance Conference, many of our teachers presented and out sixth-grade teacher volunteered her time as one of the conference organizers. We continue to purchase Chromebooks as needed for faculty and offer training sessions where we work together to become more efficient on the Chromebooks.

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

The annual trainings are extremely effective for our faculty and allows each faculty member to continue their professional development in a meaningful way that directly supports the curriculum. The broader all faculty work is effective in both personal and professional development, in addition to creating a collaborative teaching environment here on campus. The Annual Conference supports our faculty and staff by providing additional professional development and extensive networking with fellow teachers from across the state.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.
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.

Our goal 5 to increase Faculty development and upgrade technology equipment remains unchanged after our analysis.
Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 6

Ensure continued student success on CAASPP exams

State and/or Local Priorities addressed by this goal:

**State Priorities:**
- Priority 3: Parental Involvement (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

**Local Priorities:**

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>California School Dashboard</td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain competitive compensation</td>
<td></td>
<td>5800 LCFF Base $1,465,000</td>
<td>1000-1999: Certificated Personnel Salaries LCFF Base $1,501,002</td>
</tr>
</tbody>
</table>
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 school has continued to support annual cost of living adjustments, longevity retention, including a generous benefits package that includes PERS and STRS.

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

Novato Charter remains a high level (Green) school in the "All Students" category as indicated on the CDE Dashboard. High levels of retention of our high-quality teachers, specialty instructors and support staff has allowed us to consistently deliver a public Waldorf state standards aligned curriculum that inspires all learners to achieve.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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.

No significant changes.
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?

- Full Faculty review and planning session meeting on January. Specialty Teacher review and planning sessions in February.
- Parent Advisory Committee Committee convened in January and twice in May for review and input
- Middle School Student Survey, California Healthy Kids Survey, completed in February
- School-wide parent survey completed in January
- Board discussion, review, and analysis in April, May, and June.

Impact on LCAP and Annual Update

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

- We were fortunate to expand our Parent Advisory Committee this year, which brought new insights and ideas to the process. As planned in our LCAP, we improved our survey for our students and administered the California Healthy Kids Survey for the first time. These surveys are much more detailed than the survey that had been previously administered. We feel this comprehensive survey will guide us going forward and allow us to have better insights into our students. The student and parents surveys as well as planning and review meetings with stakeholders resulted in minor adjustments and updates to the LCAP for the 2019-20 school year, which is the final year of a three-year effort.
Goals, Actions, & Services
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

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

| Unchanged Goal |

Goal 1
Strengthen middle school & enhance middle school experience – develop self-responsibility and self-direction in students to better prepare them for high school & enhance their experience of feeling safe, socially accepted and included at school.

State and/or Local Priorities addressed by this goal:

**State Priorities:**
- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

**Local Priorities:**

Identified Need:
In response to previous years’ surveys and decline in middle school enrollment (until 2013-14 school year when issue were identified and addressed). Continuous attention & updating needed to maintain both quality of instruction and stable enrollment.

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual MS Student Survey</td>
<td></td>
<td>Re-write survey to more directly measure for outcomes: Reach 75% or above in each category related to self responsibility, self-direction, high school</td>
<td>Redesign survey for more focused and useful stakeholder data</td>
<td>Continue to administer the Californial Healthy Kids Survey. Maintain 75% or above average in survey responses to questions related to categories of: Supports and Engagement &amp;</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>School Climate Indicators</td>
<td>80%+ stated they are treated well &amp; care about each other</td>
<td>preparation &amp; feelings of safety and inclusion at school</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>75% stated they feel prepared to speak in front of an audience</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>85% stated the feel prepared to use technology &amp; media for school purposes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual MS Parent Survey</td>
<td>69% understand homework expectations</td>
<td>Reach 75% or above in understanding in each category related to self-responsibility, self direction, high school preparation &amp; feelings of their child’s safety and inclusion at school</td>
<td>Synchronize survey with LCAP measurement criteria</td>
<td>Administer the Annual Parent Survey to align with with LCAP measurement criteria.</td>
</tr>
<tr>
<td></td>
<td>65% understand the use of technology in the curriculum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>96% stated school provides safe environment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>93% stated school offers resources to support success of my child</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CAASPP Results</td>
<td></td>
<td>“All Students” in High performance</td>
<td>“All Students” in High performance</td>
<td>“All Students” in High performance</td>
</tr>
</tbody>
</table>

**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:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>Specific Schools: Novato Charter School</td>
</tr>
</tbody>
</table>

Specific Grade Spans: 6th – 8th

**OR**

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

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

**Actions/Services**

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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue work with Beyond Differences &amp; Gender Spectrum presentations as well as teacher-led discussion</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2018-19 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue work with Beyond Differences &amp; Gender Spectrum presentations as well as teacher-led discussion</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue work with Beyond Differences &amp; Gender Spectrum presentations as well as teacher-led discussion</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>Amount</th>
<th>$2,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source</td>
<td>LCFF Base</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5800</td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Year</th>
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<th>Amount</th>
<th>$2,250</th>
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<tr>
<td>Source</td>
<td>LCFF Base</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5800</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>2019-20</th>
<th>Amount</th>
<th>$2,500</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source</td>
<td>LCFF Base</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5800</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

<table>
<thead>
<tr>
<th>Selections</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Location Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific Schools: Novato Charter School</td>
</tr>
<tr>
<td>Specific Grade Spans: 6th – 8th</td>
</tr>
</tbody>
</table>

OR

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

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

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

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

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

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

**2017-18 Actions/Services**
Continue Fall field trip to Westminster Woods ropes course including community building workshops

**2018-19 Actions/Services**
Continue Fall field trip to Westminster Woods ropes course including community building workshops

**2019-20 Actions/Services**
Continue Fall field trip to Westminster Woods ropes course including community building workshops

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>Other Local Revenue</td>
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<tr>
<td>Budget Reference</td>
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<td>5200</td>
<td>5200</td>
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</tbody>
</table>

**Action 3**
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

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

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

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

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

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

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

#### Actions/Services

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

Select from New, Modified, or Unchanged for 2018-19  
Unchanged Action  
2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20  
Unchanged Action  
2019-20 Actions/Services

#### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
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<tr>
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<tr>
<td>Budget Reference</td>
<td>4300</td>
<td>4300</td>
<td>4300</td>
</tr>
</tbody>
</table>

#### Action 4

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

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

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

| All | Specific Schools: Novato Charter School  
Specific Grade Spans: 6th – 8th |

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

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

**Actions/Services**

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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify &amp; develop new leaders</td>
<td>Identify &amp; develop new leaders</td>
<td>Identify &amp; develop new leaders</td>
</tr>
<tr>
<td>Continue work with students &amp; class teachers</td>
<td>Continue work with students &amp; class teachers</td>
<td>Continue work with students &amp; class teachers</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<tr>
<td>Source</td>
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</tr>
<tr>
<td>Budget Reference</td>
<td>5800</td>
<td>5800</td>
<td>5800</td>
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</tbody>
</table>

**Action 5**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>Specific Schools: Novato Charter School</td>
</tr>
<tr>
<td></td>
<td>Specific Grade Spans: 6th – 8th</td>
</tr>
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</table>

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

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

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

#### Actions/Services

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

#### 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services
---|---|---
Makerspace, woodwork, garden adventures, clay & crafts, fab lab, athletics, chalk lab, teacher assistant | Makerspace, woodwork, garden adventures, clay & crafts, fab lab, athletics, chalk lab, teacher assistant | Makerspace, woodwork, garden adventures, clay & crafts, fab lab, athletics, chalk lab, teacher assistant

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>Budget Reference</td>
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<td>5800</td>
</tr>
</tbody>
</table>

### Action 6

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

All | Specific Schools: Novato Charter School
Specific Grade Spans: 6th – 8th

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served:  
(Select from English Learners, Foster Youth, and/or Low Income)  
[Add Students to be Served selection here]

Scope of Services:  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))  
[Add Scope of Services selection here]

Location(s):  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)  
[Add Location(s) selection here]

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

Unchanged Action

2017-18 Actions/Services
At least one meeting with teacher in the Fall and additional upon request to review progress report and discuss student role in success

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>0</td>
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</tr>
<tr>
<td>Budget Reference</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Action 7
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

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

Location(s):  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)  
Specific Schools: Novato Charter School  
Specific Grade Spans: 6th – 8th

OR

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

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

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

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

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

<table>
<thead>
<tr>
<th>Unchanged Action</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Unchanged Action</th>
</tr>
</thead>
</table>

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

| Unchanged Action |

2017-18 Actions/Services

Require homework logs to be kept and submitted 2-3 times per year for one-week periods.

Teachers assess time/value ratio and make adjustment suggestions after analysis

2018-19 Actions/Services

Require homework logs to be kept and submitted 2-3 times per year for one-week periods.

Teachers assess time/value ratio and make adjustment suggestions after analysis

2019-20 Actions/Services

Require homework logs to be kept and submitted 2-3 times per year for one-week periods.

Teachers assess time/value ratio and make adjustment suggestions after analysis

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<tr>
<td>Budget Reference</td>
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<td>n/a</td>
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</table>

### Action 8

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

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

- All

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

- Specific Schools: Novato Charter School
- Specific Grade Spans: 6th – 8th

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

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

- **Unchanged Action**

#### 2017-18 Actions/Services
- Provide Middle School students with planner for tracking assignments & due dates
- Periodic review of planners provided to students based on class requirements (at end of block or term)
- Project assignments throughout the grades with established milestones and targets

#### 2018-19 Actions/Services
- Provide Middle School students with planner for tracking assignments & due dates
- Periodic review of planners provided to students based on class requirements (at end of block or term)
- Project assignments throughout the grades with established milestones and targets

#### 2019-20 Actions/Services
- Provide Middle School students with planner for tracking assignments & due dates
- Periodic review of planners provided to students based on class requirements (at end of block or term)
- Project assignments throughout the grades with established milestones and targets

#### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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</tr>
<tr>
<td>Budget Reference</td>
<td>4300</td>
<td>4300</td>
<td>4300</td>
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</table>

#### Action 9
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

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

### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)
- English Learners
- Low Income

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

### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
- Specific Schools: Novato Charter School
  - Specific Grade Spans: 4-8

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

### 2017-18 Actions/Services
- Homework Club proved for middle school students with two certificated teachers two times per week.
- Power Hour provided for 4th & 5th graders after school one day per week with one teacher.
- ACT provided with one teacher one day per week after school for test make-up due to absence/grade recovery

### 2018-19 Actions/Services
- Homework Club proved for middle school students with two certificated teachers two times per week.
- Power Hour provided for 4th & 5th graders after school one day per week with one teacher.
- ACT provided with one teacher one day per week after school for test make-up due to absence/grade recovery

### 2019-20 Actions/Services
- Homework Club proved for middle school students with two certificated teachers two times per week.
- Power Hour provided for 4th & 5th graders after school one day per week with one teacher.
- ACT provided with one teacher one day per week after school for test make-up due to absence/grade recovery

### Budgeted Expenditures
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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<tbody>
<tr>
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<tr>
<td>Budget Reference</td>
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<td>1100</td>
<td>1100</td>
</tr>
</tbody>
</table>
Goals, Actions, & Services
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 2
Expand resources to help parents support their child's academic and social success – better inform parents in order to foster a stronger partnership with school in support of student academic & social-emotional development

State and/or Local Priorities addressed by this goal:

State Priorities:
- Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:
As expressed in annual survey results approximately 50% of parents expressed an interest in additional information about student progress and educational program. Strong priority was also placed on continuing the social inclusion programs and improving communication between school and families.

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Parent Survey</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>Specific Schools: Novato Charter School</td>
</tr>
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</table>

OR

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

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

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

### Actions/Services

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

- Modified Action

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

- Modified Action

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

- Modified Action

#### 2017-18 Actions/Services

- Support Parent Education Committee work to identify and provide information about topics of interest to parent/guardian community
- Include educational articles in schoolwide newsletter at least monthly
- Schedule parent education presentation at least one time per year for TBD topic

#### 2018-19 Actions/Services

- Support Parent Education Committee work to identify and provide information about topics of interest to parent/guardian community
- Establish Parent Education Article Library on school website
- Schedule parent education presentation at least one time per year for TBD topic

#### 2019-20 Actions/Services

- Support Parent Education Committee work to identify and provide information about topics of interest to parent/guardian community
- Maintain Parent Education Article Library on school website
- Schedule parent education presentation at least one time per year for TBD topic

### Budgeted Expenditures
### Action 2

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

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

- All

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

- Specific Schools: Novato Charter School

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

- Modified Action

2017-18 Actions/Services

- Teachers

**Budgeted Expenditures**
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
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<tr>
<td>Budget Reference</td>
<td>5800</td>
<td>5800</td>
<td>5800</td>
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</tbody>
</table>

**Action 3**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>Specific Schools: Novato Charter School</td>
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</table>

**Actions/Services**

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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged Action</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2018-19 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete and distribute “through the grades” subject grid</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distribute “through the grades” subject grid</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**
<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$1,500</td>
<td>LCFF Base</td>
<td>5800</td>
</tr>
<tr>
<td>2018-19</td>
<td>$200</td>
<td>LCFF Base</td>
<td>5800</td>
</tr>
<tr>
<td>2019-20</td>
<td>$250</td>
<td>LCFF Base</td>
<td>5800</td>
</tr>
</tbody>
</table>

### Action 4

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

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

- All

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

- Specific Schools: Novato Charter School

**OR**

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

### Actions/Services

- **Select from New, Modified, or Unchanged for 2017-18**
  - New Action
  - 2017-18 Actions/Services
    - Work with consultant and designated committee in design and implementation of structure to support constructive parent involvement.

- **Select from New, Modified, or Unchanged for 2018-19**
  - Modified Action
  - 2018-19 Actions/Services
    - Continue work with Org Structure Committee – assess progress
    - Establish Round Table Committee as communication hub for various school committees

- **Select from New, Modified, or Unchanged for 2019-20**
  - Unchanged Action
  - 2019-20 Actions/Services
    - Continue work with Org Structure Committee – assess progress

### Budgeted Expenditures
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$4,500</td>
<td>$1,000</td>
<td>$500</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5800</td>
<td>5800</td>
<td>5800</td>
</tr>
</tbody>
</table>
**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)

| Modified Goal |

---

**Goal 3**

Site improvements to enhance energy efficiency and student safety

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

| State Priorities: | Priority 1: Basic (Conditions of Learning) |
| Local Priorities: | |

**Identified Need:**

Ongoing improvement of energy efficiency at site – particularly lighting. Ongoing improvement to site security and emergency notification systems

**Expected Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
</table>

**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:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>Specific Schools: Novato Charter School</td>
</tr>
</tbody>
</table>
### Actions/Services

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

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td></td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>Specific Schools: Novato Charter School</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upgrade classroom lighting phase 1 – pending EE analysis by PG&amp;E contractor</td>
<td>Upgrade classroom lighting phase 2 – pending availability of Prop 39 funds</td>
<td>Roof coating to prevent future leaks and playground posts must be replaced for student safety.</td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$36,000</td>
<td>$52,000</td>
<td>$26,000</td>
</tr>
<tr>
<td>Source</td>
<td>Prop 39 EEF</td>
<td>Prop 39 EEF</td>
<td>LCFF Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5800</td>
<td>5800</td>
<td>5800</td>
</tr>
</tbody>
</table>
**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

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

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

- Unchanged Action

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

- Modified Action

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

- Unchanged Action

**2017-18 Actions/Services**

Continued from previous year – identify and install alarm siren audible campus wide

**2018-19 Actions/Services**

Continue to evaluate effectiveness of alarm & response procedures

**2019-20 Actions/Services**

Continue to evaluate effectiveness of alarm & response procedures

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$5,000</td>
<td>$1,000</td>
<td>$1,000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>4400</td>
<td>4400</td>
<td>4400</td>
</tr>
</tbody>
</table>

**Action 3**
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

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

- All

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

- Specific Schools: Novato Charter School

OR

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

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

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

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

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

<table>
<thead>
<tr>
<th>Unchanged Action</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Unchanged Action</th>
</tr>
</thead>
</table>

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

| Unchanged Action |

### 2017-18 Actions/Services

Repairs & upgrades as identified

### 2018-19 Actions/Services

Repairs & upgrades as identified

### 2019-20 Actions/Services

Repairs & upgrades as identified

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
<td>$2,500</td>
<td>$2,500</td>
<td>$10,000</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td>LCFF Base</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
<td>5800</td>
<td>5800</td>
<td>5800</td>
</tr>
</tbody>
</table>
## 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.

<table>
<thead>
<tr>
<th>(Select from New Goal, Modified Goal, or Unchanged Goal)</th>
<th>Unchanged Goal</th>
</tr>
</thead>
</table>

### Goal 4

Enhance Specialty Programs and increase parent understanding of specialty curriculum

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

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 3: Parental Involvement (Engagement)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 7: Course Access (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Local Priorities:</th>
</tr>
</thead>
</table>

### Identified Need:

As identified in annual parent survey – need to increase understanding of specialty programs that are essential components of overall curriculum.

### Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Parent Survey</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Planned Actions / Services

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

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

- All

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

- Specific Schools: Novato Charter School

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

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

- Unchanged Action

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

- Modified Action

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

- Modified Action

### 2017-18 Actions/Services
develop & disseminate narrative regarding scope & goals of program

### 2018-19 Actions/Services
Develop and disseminate narrative regarding scope & goals of program

### 2019-20 Actions/Services
Print and disseminate narrative regarding scope & goals of program

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$1,000</td>
<td>$100</td>
<td>$250</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
</tr>
<tr>
<td>Reference</td>
<td>5800</td>
<td>5800</td>
<td>5800</td>
</tr>
</tbody>
</table>

**Action 2**

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

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

- All

### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

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

**Actions/Services**

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

- Modified Action

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

- Modified Action

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

- Unchanged Action

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Schedule 3 community garden workdays</td>
<td>- Schedule 3 community garden workdays</td>
<td>- Schedule 3 community garden workdays</td>
</tr>
<tr>
<td>- Add Master Gardener “workshops” to increase parent interest in garden upkeep</td>
<td>- Continue Master Gardener “workshops” to increase parent interest in garden upkeep</td>
<td>- Continue Master Gardener “workshops” to increase parent interest in garden upkeep</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$600</td>
<td>$600</td>
<td>$600</td>
</tr>
<tr>
<td>Source</td>
<td>Other Local Revenue</td>
<td>Other Local Revenue</td>
<td>Other Local Revenue</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>4300</td>
<td>4300</td>
<td>4300</td>
</tr>
</tbody>
</table>

**Action 3**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>Specific Schools: Novato Charter School</td>
</tr>
</tbody>
</table>

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

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

| Add Students to be Served selection here |

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

| Add Scope of Services selection here |

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

| Add Location(s) selection here |

### Actions/Services

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

- Modified Action

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

- Modified Action

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

- Modified Action

#### 2017-18 Actions/Services

- Standardize student curriculum and assessments
- Update annual Spanish assembly

#### 2018-19 Actions/Services

- Continue to deliver standardized curriculum and assessments
- Increase parent education about the Spanish program

#### 2019-20 Actions/Services

- Continue to deliver standardized curriculum and assessments
- Continue parent education about the Spanish program

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>4200/4300</td>
<td>4200/4300</td>
<td>4200/4300</td>
</tr>
</tbody>
</table>

### Action 4

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

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

| All |

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

| Specific Schools: Novato Charter School |

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

<table>
<thead>
<tr>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Action 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$2,800</td>
<td>$3,000</td>
<td>$3,000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
</tr>
<tr>
<td>Reference</td>
<td>4300</td>
<td>4300</td>
<td>4300</td>
</tr>
</tbody>
</table>

### Action 5
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

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

<table>
<thead>
<tr>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

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

- Identify instrument storage solutions
- Maintain music library
- Upgrade instrument quality as old instruments are retired from use

### 2017-18 Actions/Services
• Identify instrument storage solutions
• Maintain music library
• Upgrade instrument quality as old instruments are retired from use

### 2018-19 Actions/Services
• Maintain music library
• Upgrade instrument quality as old instruments are retired from use

### 2019-20 Actions/Services
• Maintain music library
• Upgrade instrument quality as old instruments are retired from use
### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

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

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

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

- Re-establish student helper program
- Continue to maintain student helper program

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>
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)
Modified Goal

Goal 5
Increase Faculty development and upgrade technology equipment

State and/or Local Priorities addressed by this goal:
State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)
Local Priorities:

Identified Need:
Professional development is an ongoing need for faculty as they loop through the grades with their classes. Each year they study for the grade they are rising or falling back to.

School-provided technology for research and communication was identified as a need this year during LCAP discussions

Expected Annual Measurable Outcomes
<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
</table>

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:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>English Learners</td>
<td></td>
<td>Specific Schools: Novato Charter School</td>
</tr>
<tr>
<td>Low Income</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Actions/Services

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

<table>
<thead>
<tr>
<th>New Action</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Modified Action</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Unchanged Action</th>
</tr>
</thead>
</table>

2017-18 Actions/Services

- Summer training for faculty in grade-specific material
- 3-day Bal-a-vis-X training for faculty & staff at August in-service
- Annual Alliance Conference

2018-19 Actions/Services

- Summer training for faculty in grade-specific material
- Early intervention training TBD
- Annual Alliance Conference

2019-20 Actions/Services

- Summer training for faculty in grade-specific material
- Early intervention training TBD
- Annual Alliance Conference

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$20,000</td>
<td>$20,000</td>
<td>$20,000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Base/Supplemental</td>
<td>LCFF Base/Supplemental</td>
<td>LCFF Base/Supplemental</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5200</td>
<td>5800</td>
<td>5200</td>
</tr>
</tbody>
</table>
### Action 2

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>![Select from options]</td>
<td>![Select from options]</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>![Select from options]</td>
<td>![Select from options]</td>
<td>![Select from options]</td>
</tr>
</tbody>
</table>

#### Actions/Services

- **Select from New, Modified, or Unchanged for 2017-18**
  - ![New Action]  
  - ![Modified Action]  
  - ![Unchanged Action]

- **2017-18 Actions/Services**
  - Purchase chrome books for faculty to use for school-related work

- **2018-19 Actions/Services**
  - Maintain chrome books for faculty professional use

- **2019-20 Actions/Services**
  - Maintain chrome books for faculty professional use

#### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$3,800</td>
<td>$800</td>
<td>$800</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>4400</td>
<td>4400</td>
<td>4400</td>
</tr>
</tbody>
</table>
Goals, Actions, & Services
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

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

| Unchanged Goal |

Goal 6
Ensure continued student success on CAASPP exams

State and/or Local Priorities addressed by this goal:

| State Priorities: | Priority 3: Parental Involvement (Engagement) |
| Priority 7: Course Access (Conditions of Learning) |
| Priority 8: Other Pupil Outcomes (Pupil Outcomes) |
| Local Priorities: |

Identified Need:
Qualified teachers supporting student achievement

Expected Annual Measurable Outcomes

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

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): |
| (Select from All, Students with Disabilities, or Specific Student Groups) | (Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

| [Add Students to be Served selection here] |

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

| [Add Scope of Services selection here] |

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

| [Add Location(s) selection here] |

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

| New Action |

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

| Unchanged Action |

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

| Unchanged Action |

### 2017-18 Actions/Services
Maintain competitive compensation

### 2018-19 Actions/Services
Maintain competitive compensation

### 2019-20 Actions/Services
Maintain competitive compensation

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$1,399,738</td>
<td>$1,501,002</td>
<td>$1,579,443</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5800</td>
<td>5800</td>
<td>5800</td>
</tr>
</tbody>
</table>
Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$51,733</td>
<td>2.43%</td>
</tr>
</tbody>
</table>

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).

**General: Multi-Tiered System of Supports**

The Student Study Team meets weekly to ensure Multi Tier System of Supports meets all learners. In addition, the Beyond SST tracking system is used to monitor student interventions & referrals for Special Education assessments.

Novato Charter’s MTSS System consists of two components:

1) Response to Instruction and Intervention (RTI2) [referred to as “RTI” at Novato Charter]

2) Social Emotional Learning (SEL): This of (a) Social Inclusion, and (b) Restorative Discipline.

The California Department of Education has identified the implementation of an effective Multi-Tiered System of Support as instrumental in the academic, behavioral, and social success of all students. Novato Charter School’s MTSS program is principally directed towards and is effective in meeting the school’s goals for its unduplicated pupils in the state and local priority areas addressed by the school. These services are the most effective use of the funds to meet the goals for all students, and in particular our unduplicated pupils.

“… MTSS focuses on aligning initiatives and resources within an educational organization to address the needs of all students. It is an integrated, comprehensive framework for local educational agencies (LEA) that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systematic change through intentional integration of services and supports to quickly identify and meet the needs of all students.
California’s … the educational system requires a multifaceted approach…. “one coherent system of education” (that) offers an opportunity to build the foundation for educational excellence. … MTSS affords a full range of academic, behavioral, and social support for all students to achieve.”

Reference: CDE website: https://www.cde.ca.gov/ci/cr/ri/

| Response To Intervention (RTI) Planned Expenditures | $ 17,632 |
| Social/Emotional Support Program Planned Expenditures | 26,102 |
| After School/Homework Support | 14,689 (a) |
| Total Supplemental Programs | 58,423 |
| LCFF Base Grant | 2,130,654 (b) |
| Percentage Services increased or Improved | 2.74% a/b |

**LCAP Year: 2018-19**

| Estimated Supplemental and Concentration Grant Funds | Percentage to Increase or Improve Services |
| $50,938 | 2.45% |

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).
Supplemental Funding will be used to provide afterschool homework support for grades 4th – 8th. 4th & 5th will have access one time per week while 6th – 8th will have access at least two days per week. Parents can “register” their child’s participation at no cost (registration is to determine staffing purposes only). Teachers will also make recommendations for students to participate based on perceived need. Total estimated cost for the next school year: $15,275

Training for early identification and support of students that might need additional attention in order to achieve grade-level performance in reading or math. Estimated cost for this training for the 2018-19 school year: $3,500

RTI support staffing $8,425.
Summer professional development in grade-level material for faculty. Estimated costs for the 2018-19 school year is $6,500
Certificated Faculty to provide Social Emotional Learning (SEL): This of (a) Social Inclusion, and (b) Restorative Discipline $24,692

LCAP Year: 2017-18

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$38,946</td>
<td>2.03%</td>
</tr>
</tbody>
</table>

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).
Addendum

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

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

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

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

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

Instructions: Linked Table of Contents

Plan Summary
Annual Update
Stakeholder Engagement
Goals, Actions, and Services
Planned Actions/Services
Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.
Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires
charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

**Goals, Actions, and Services**

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

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

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

**New, Modified, Unchanged**

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

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Span”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

**Actions/Services**

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

**New/Modified/Unchanged:**

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

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

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

**Budgeted Expenditures**

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.
If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.
If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.
For those services being provided on an LEA-wide basis:

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

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

Priority 1: Basic Services addresses the degree to which:
   A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
   B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
   C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
   A. The implementation of state board adopted academic content and performance standards for all students, which are:
      a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
      b. Mathematics – CCSS for Mathematics
      c. English Language Development (ELD)
      d. Career Technical Education
      e. Health Education Content Standards
      f. History-Social Science
      g. Model School Library Standards
      h. Physical Education Model Content Standards
      i. Next Generation Science Standards
      j. Visual and Performing Arts
      k. World Language; and
   B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
   A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
   B. How the school district will promote parental participation in programs for unduplicated pupils; and
   C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
   A. Statewide assessments;
   B. The Academic Performance Index;
   C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
   D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
   E. The English learner reclassification rate;
   F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
   G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
   A. School attendance rates;
   B. Chronic absenteeism rates;
   C. Middle school dropout rates;
   D. High school dropout rates; and
   E. High school graduation rates;
Priority 6: School Climate as measured by all of the following, as applicable:
   A. Pupil suspension rates;
   B. Pupil expulsion rates; and
   C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
   A. A broad course of study including courses described under EC sections 51210 and 51220(a)-(i), as applicable;
   B. Programs and services developed and provided to unduplicated pupils; and
   C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
   A. Working with the county child welfare agency to minimize changes in school placement
   B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
   C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
   D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
   A. Local priority goals; and
   B. Methods for measuring progress toward local goals.
APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

(c) “High school graduation rate” shall be calculated as follows:
   (1) For a 4-Year Cohort Graduation Rate:
      (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
      (B) The total number of students in the cohort.
      (C) Divide (1) by (2).

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

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

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

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

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”: Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”: Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement”: Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA’s goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in EC Section 42238.01 and groups as defined in EC Section 52052 that are different from the LEA’s goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in EC Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to EC Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

Prepared by the California Department of Education, January 2019
## LCAP Expenditure Summary

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* Totals based on expenditure amounts in goal and annual update sections.
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* Totals based on expenditure amounts in goal and annual update sections.
## Total Expenditures by Goal

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<td>Goal 6</td>
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<td>1,501,002.00</td>
<td>1,579,443.00</td>
<td>4,480,183.00</td>
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* Totals based on expenditure amounts in goal and annual update sections.
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