LCAP Year (select from 2017-18, 2018-19, 2019-20)

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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.

LEA Name	Contact Name and Title	Email and Phone
Summerville Elementary School District	Leigh Shampain Superintendent	lshampain@sumel.org 2099284291

2017-20 Plan Summary

The Story

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

Summerville Elementary School is comprised of students from transitional kindergarten to eighth grade. Twenty certificated classroom teachers, a Title 1 and two Special Education teachers staff the school. All of the teachers are highly qualified and fully credentialed for their teaching assignment. In 2018-19, the Title 1 program employed one full-time teacher and one part-time paraprofessional. The staff also includes: two full-time and six part time paraprofessionals, who work with Special Education students, four part-time paraprofessionals in classrooms, a full time Director of Transportation and Maintenance, part-time and full time custodians/ maintenance people, two bus drivers, two food service workers, one county speech-language therapist, one part-time county psychologist, school secretary, School Information Specialist, a part-time clerk and two administrators.

The school offers many different educational programs in order to meet the needs of our students. Many children get supplemental help during and after the school day. Supplemental services include: Title 1, Speech and Language services, after school remediation, Occupational Therapy, and Adaptive PE, and Title VI (Indian Education) tutoring, There is a free ASES After-School Program on campus which is open until 6:00 p.m., which offers students enrolled in the program tutoring/homework help as well as enrichment activities . As you can see, we seek to serve our students in many different ways.

The chronic absenteeism rate for 17/18 was 14%, which is a 5.8% decline from the previous year. There is no data to support a middle school dropout problem; therefore dropout rate was not addressed in the LCAP.

Summerville Elementary School District maintains a safe and clean campus that is in good repair, according to the latest Facilities Inspection inventory .

The EL population at Summerville Elementary usually falls between 0 and less that 1% of the students population. population and receive immediate access to all supplemental services (i.e., Title 1, and after school remediation).

The district continues to work with the teachers in implementing the new English Language Arts, Math and Next Generation Science Standards. Teachers will continue to receive training in implementing the California Curriculum Standards for Math and ELA as well as the NGSS. New curriculum has been purchased for both Math and ELA. In the next two years the district will be reviewing new curriculum for the social science and science.

LCAP Highlights

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

The LCAP continues to provide remediation and supplemental services to students in the form of after school remediation (1-5th grade), and paraprofessionals in the Learning Centers, kindergarten and first grade, combination classrooms and Title 1 classroom. The LCAP also provides supplemental instructional materials in the form of software applications and online services.

Goal 1- Students will receive supplemental support services in English Language Arts and Math- This goal includes the following:
After school remediation to students in grades 1-8 for 60 minutes Monday - Thursday
The use of paraprofessionals to assist with instruction in the Learning Center, Kindergarten, First grade, combination class, Title 1 and Indian Ed. Programs.

Goal 2 - District will offer staff development to teachers in common core instructional strategies - This goal includes the following:
Training for teaching staff on the Common Core standards, instructional strategies in Math and English Language Arts, the new Social Studies textbook adoption, and the Next Generation Science Standards (NGSS).
District will continue the additional one day to the teacher work calendar for curriculum days for the social studies or science adoption.

Goal 3 - Teachers will have the curriculum and supplemental material to support teaching in Math and English Language Arts. This goal includes the following:
District will purchase Exact Path licenses for grades K-5 for math and reading
District will continue to purchase Study Island licenses for math supplemental instruction
District will continue to purchase STAR Reading, STAR Early Literacy and STAR Math for benchmark assessments

Goal 4- Continue to establish and maintain a campus-wide Positive Behavior Support Plan which provides a common Code of Conduct for all students and staff in order to increase school-wide appropriate student behavior in all school-related settings. This goal includes the following:
Continue to provide incentives for students for positive behavior

Goal 5 - Actively involve parents in the online resources available to them in supporting their child's education, beyond the traditional school-home communication and involvement. This goal includes the following:
The district's website will be maintained with up-to-date information and parent resources.

District will use a web-based notification system linked to the Student Information System (PowerSchool) to contact staff and parents when there is an upcoming event or emergency.

Goal 6 - Expand the use of technology by students and staff. This goal includes the following:
Retain a .50 FTE Computer Technician
Continue to offer access to technology staff development to teachers.

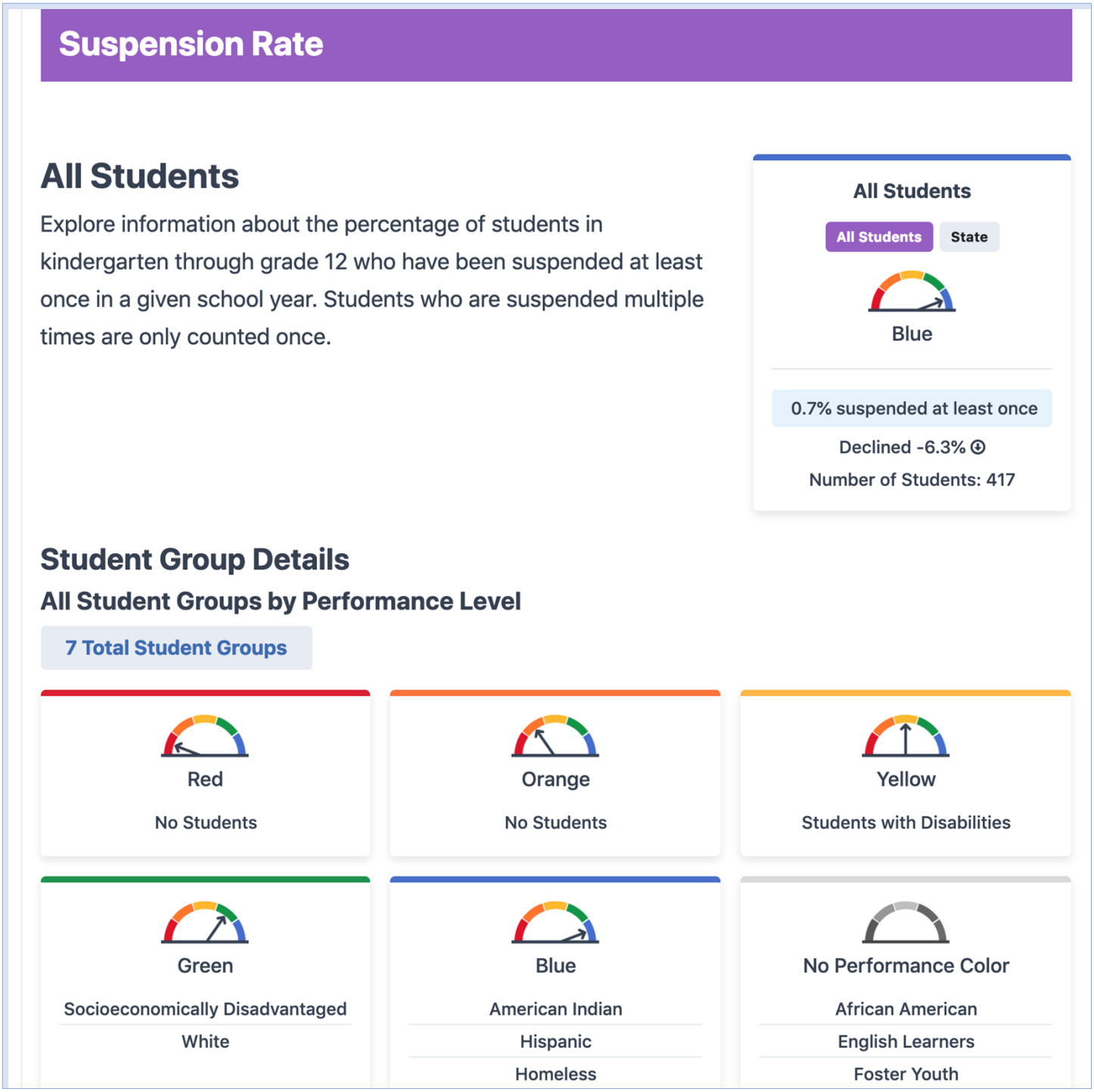
Goal 7 - District will offer a broad course of study. This goal includes the following:
District will contract with Tuolumne County Arts Council for visual and performing arts activities (I.e., Arts Reach to Schools Program).

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

The greatest progress was in regards to the Suspension Rate. In 2017 the California Dashboard showed that the district Suspension Rate was "Red." in 2018 the Suspension Rate decreased and was now "Blue," with no student groups in the "Red" category. Withonly one year of data it is difficult to determine the cause for this reduction.



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

The state indicators or local performance indicators showed overall performance as "Orange" performance category. in Math and a "Yellow" in ELA. The Math indicators show that the Students with Disabilities group are "Red" or "Lowest Performing. "There continues to be a need for adequate

funding to sustain the amount of supplemental services for students, which include, Title 1 services, after school program and after school remediation.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
1	3	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. Thi measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	No Performance Color	No Performance Color
38 points below standard		
Declined -7 points	Less than 11	
238 student	1 students	0 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
41.1 points below standard	57.2 points below standard	119.5 points below standard
Increased 22.1 points	Declined -9.3 points	Maintained 1.6 points
15 students	118 students	40 students

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

The Mathematics and ELA Indicators demonstrate that the Students with Disabilities group status level is "Red" (Math) and "Orange" (ELA) performance category, which indicates a "Lowest" or "Low" status level. The district is using a Multi-Tiered System of Support grant to implement universal benchmarks in order to review progress throughout the year to create intervention groups and in-serviced the teachers in Response to Intervention strategies to work with struggling students.

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.

Summerville Elementary has not been identified for Comprehensive Support and Improvement.

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.

n/a

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.

n/a

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

Students will receive supplemental support services in English Language Arts and Math

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Students performance on benchmark tests in Math and English Language Arts will improve by at least 5% over the previous year **18-19** The number of students by grade level who met or exceeded standards will increase by 2% over the previous year on the Smarter Balanced test in Math and ELA. **Baseline** 2017 Smarter Balanced Test Results Grade 3 ELA = 35% Math = 39% Grade 4 ELA = 40% Math = 37% Grade 5 ELA = 34% Math = 34% Grade 6 ELA = 32% Math = 26% Grade 7 ELA = 53% Math = 32% Grade 8 ELA = 66% Math = 34%	The results of the 2018-19 Smarter Balanced Test results will not be available until mid to late June.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
District will continue to offer after school remediation to students in grades 1-7 for 60 minutes Monday - Thursday	After School Remediation was offered to grades 1-7.	1.25 hrs/day @ hourly pay of teacher 1000-1999: Certificated Personnel Salaries Other $8000	1.25 hrs/day @ hourly pay of teacher 1000-1999: Certificated Personnel Salaries Other $8,000
		Benefits 3000-3999: Employee Benefits Other $2000	Payroll Taxes 3000-3999: Employee Benefits Other $2,000
		1.25 hrs/day @ hourly pay of teacher 1000-1999: Certificated Personnel Salaries Supplemental $10523	1.25 hrs/day @ hourly pay of teacher 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $10,811
		Benefits 3000-3999: Employee Benefits Supplemental $2812	Payroll Taxes 3000-3999: Employee Benefits LCFF Supplemental and Concentration $2,812

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
District will use paraprofessionals to assist with instruction in the Learning Center, Kindergarten, First grade, combination class, Title 1 and Indian Ed. Programs	Paraprofessionals assisted teachers in the two Learning Centers, combination class, kindergarten classrooms, Title 1 and Indian Education Program.	Classified Salary Schedule - Paraprofessionals (Learning Center-3 employees) 2000-2999: Classified Personnel Salaries Supplemental $55625	Paraprofessionals for Learning Center (3 employees) 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $55,625
		Benefits 3000-3999: Employee Benefits Supplemental $21025	Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration $21,025
		Classified Salary Schedule - Paraprofessionals (Learning Center -2 employees) 2000-2999:	Paraprofessionals for Learning Center (2 employees) 2000-2999: Classified Personnel Salaries

		Classified Personnel Salaries Supplemental $47533	LCFF Supplemental and Concentration $47,533
		Benefits 3000-3999: Employee Benefits Supplemental $17967	Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration $17,967
		Classified Salary Schedule - Paraprofessionals (Reg. Ed. - 2 employees) 2000-2999: Classified Personnel Salaries Supplemental $36142	Paraprofessionals for Reg.Ed. (2 employees) 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $36,142
		Benefits 3000-3999: Employee Benefits Supplemental $13661	Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration $13,661
		Classified Salary Schedule - Title 1/Indian Ed. Paraprofessional 2000-2999: Classified Personnel Salaries Other $25508	Paraprofessional - Title 1 / Indian Education 2000-2999: Classified Personnel Salaries Other $26,208
		Benefits 3000-3999: Employee Benefits Other $9642	Benefits 3000-3999: Employee Benefits Other $9,642

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.

Supplemental Services goal was achieved. Will need to get the results of the Smarter Balanced Test results for 2019 to see if the students improved their scores and the number of students who

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

Students received supplemental support through the After School Remediation Program, Title 1, Indian Education and the Learning Center

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no 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 changs were made

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

District will offer staff development to teachers in common core instructional strategies

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Registrations in staff development activities, purchase orders, course approval forms **18-19** 90% of teachers have received training on the Common Core Standards **Baseline** 80% of teachers have received training on the common core standards.	Teachers attended staff development/training in Next Generation Science Standards and Math. 90% of teachers have received training on the California Common Core Standards.

Actions / Services

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

Action 1

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

Training for teaching staff with instructional strategies in Math and English Language Arts, the new ELA/ELD Framework and the Next Generation Science Standards (NGSS).	Two teachers attended NGSS training. Four teachers attended training on math computer program through Front Porch.	$750 for substitutes includes benefits 1000-1999: Certificated Personnel Salaries Supplemental $750 Workshop registration and fees 5000-5999: Services And Other Operating Expenditures Supplemental $2000	$750 for substitutes includes benefits 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $750 Workshop registration and fees 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $1,900

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
District will add one day to the teacher work calendar for the new Social Studies (6-8) and math (k-5) curriculum	Teachers in grades K-5 chose to delay the selection of a new social studies curriculum. The 6th-8th grade teachers viewed a webinar from TCI on the new social studies curriculum.	Approx. $300/teacher/day includes benefits 1000-1999: Certificated Personnel Salaries Supplemental $7320 Benefits 3000-3999: Employee Benefits Supplemental $1830	Approx. $300/teacher/day 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $5,886 Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration $1,472

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.

This goal was under utilized by the teachers but will be repeated in the 2019-20 LCAP to provide training in NGSS.

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

Once the new social studies curriculum is selected by the K-5 teachers there will be a greater need for the extra staff development day to provide the training to implement the curriculum.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no 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.

The goal will remain in the LCAP to provide support for teachers with the adoption of new social studies and/or science curriculum.

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

Teachers will have the curriculum and supplemental material to support teaching in Math and English Language Arts

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Purchase orders **18-19** Continue to purchase digital curriculum to supplement the core curriculum. **Baseline** Currently have 32 district licenses for SuccessMaker School version of Front Row ELA and Math	The district purchased licenses for STAR Math and Reading, Accelerated Reader, Accelerated Math, Fast Forward and Study Island. The district also purchased 4 teacher licenses of Exact Path for 4 classrooms to pilot. Supplemental workbooks for reading were also purchased for the After School Remediation Program.

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 3

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

District will continue to purchase Accelerated Reader and STAR Reading licenses for Supplemental reading instruction. and add STAR Math and Accelerated Math licenses. STAR Math and Accelerated Math licenses will come with teacher training.	The district purchased licenses for STAR Math and Reading, Accelerated Reader, Accelerated Math, Fast Forward and Study Island. The district also purchased 4 teacher licenses of Exact Path for 4 classrooms to pilot.	Yearly license for STAR Reading., Accelerated Reading, Sar Math and Accelerated Math. 5000-5999: Services And Other Operating Expenditures Supplemental $11146	Yearly license for STAR Reading, Accelerate Reading and Math, and STAR Math 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $11,147

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

All of the supplemental material was purchased along with additional material for the After School Remediation Program.

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

Using STAR Math and STAR Reading testing one can conclude that students in the After School Remediation Program made continual progress throughout the year. It is hard to conclude after one year of using this supplemental software that the progress was due to the software.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no 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.

Accelerated Math and Accelerated Reading had very low usage compared to the number of licenses purchased. The district will discontinue the use of Accelerated Math and reduce the number of licenses of Accelerated Reading. The district will purchase 250 licenses of Exact Path for grades 1-5 for supplementing math and reading instruction.

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

Continue to establish and maintain a campus-wide Positive Behavior Support Plan which provides a common Code of Conduct for all students and staff in order to increase school-wide appropriate student behavior in all school-related settings.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Number of behavior citations, suspensions and expulsions reported from PowerSchool. **18-19** Behavioral citations and suspensions will be reduced by at least 10% from the previous year. **Baseline** 2016-17 Discipline Citations = 178 2016-17 Suspension = 37 2016-17 Expulsions =0	As of May 1, 2019 there were 131 Behavior Citations, which is a 26% decrease from 2017-18. There were 12 suspensions, which is a 68% decrease from the previous year. There were zero expulsions in 2018-19.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide incentive for students for positive behavior	Positive behavior Incentives were used throughout the year	incentive prizes 4000-4999: Books And Supplies Supplemental $250	Good behavior incentives 4000-4999: Books And Supplies LCFF Supplemental and Concentration $250

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A group of teachers will be trained on Trauma Informed Practices	Teachers were not trained on Trauma Informed Practices	Sub costs for the training includes benefits. Funding will come from a grant from grant money through the Tuolumne County Office of Education. 1000-1999: Certificated Personnel Salaries Other $500	Sub costs were not incurred. 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Detention will be expanded to Monday and Friday	Detention was expanded to five days/week	One half of an hour pay for teachers 1000-1999: Certificated Personnel Salaries Base $2,550	One half of an hour pay for teachers 1000-1999: Certificated Personnel Salaries LCFF Base $2,700
		Benefits 3000-3999: Employee Benefits Base $460	Payroll taxes 3000-3999: Employee Benefits LCFF Base $540

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.

Positive incentives for student behavior was used throughout the year. Detention was expanded to five days/week. The district did not get an opportunity to send teachers to a workshop on trauma informed practices.

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

None of the teachers were trained on Trauma Informed Practices. The district was anticipating a training from the county which never occurred.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The $500 budgeted for Trauma Informed Practices training was not spent.

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

The district will utilize the resources at the County Office of Education to look for opportunities to send a group of teachers to be trained in Trauma Informed Practices.

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

Actively involve parents in the online resources available to them in supporting their child's education, beyond the traditional school-home communication and involvement.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 15% increase on the number of parents accessing Powerschool on a yearly basis and 15% increase in the number of parents who sign up to receive progress reports via email as demonstrated by the Parent/Student Access Statistics report from PowerSchool. Observations, Volunteer Sign-in sheets, Chaperone training records, Sign-in sheets at Back-to-School, Night and Open House **18-19** There will be a 15% increase from the baseline year on the number of parents accessing Powerschool on a daily basis. **Baseline** 195 parents access PowerSchool to view students information	There was a 17% increase in the number of parents who logged into Powerschool to receive progress reports by email and a 21% increase in the number of parents who accessed PowerSchool through the parent portal.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The district's website will be maintained with up-to-date information and parent resources	Maintained by a number of employees throughout the year.	Yearly license to eChalk for web hosting services 5000-5999: Services And Other Operating Expenditures Supplemental $1200	Web hosting, eChalk license. 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $1,160

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
District will use a web-based notification system linked to the SIS to contact staff and parents when there is an upcoming event or emergency.	School Messenger was used throughout the year	Yearly license to School Messenger 5000-5999: Services And Other Operating Expenditures Supplemental $768	Parent Notification software license, School Messenger 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $768

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.

District implemented all actions and services in this goal.

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

There was n increase in the number of parents accessing PowerSchool through the Parent Portal

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no 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 changes anticipated

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

Expand the use of technology by students and staff

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 80% of teachers indicate that they are confident in the use of technology with their students 100% of students and staff have access to either iMacs, MacBooks, Chromebooks and iPads on a daily basis. **18-19** 75% of teachers indicate that they are confident in the use of technology with their students. 100% of students and staff have access to either iMacs, MacBooks, Chromebooks and iPads on a daily basis. **Baseline** District currently has a tech specialist to maintain computers, iPads and network devices.100% of students and staff have access to either iMacs, MacBooks, Chromebooks and iPads on a daily basis.	85% of the teachers use technology with their students throughout the week. This includes projection systems/document cameras, Smartboards, Chromebooks, iPads and iMac desktops in the lab. 100% of students and staff have access to either iMacs, MacBooks, Chromebooks and iPads on a daily basis.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Retain a .50 FTE Computer Technician	Retain a .50 FTE Computer Technician	Cost of a 50% FTE Computer Technician, which includes benefits 2000-2999: Classified Personnel Salaries Supplemental $33564	Computer Technician, 50% FTE (salary schedule increased) 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $34,638
		Benefits 3000-3999: Employee Benefits Supplemental $12696	Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration $14,077

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Equipment Replacement: District will replace older Chromebooks with newer models	Replaced older Chromebooks with G5 units.	Chromebooks 4000-4999: Books And Supplies Supplemental $5974	Purchased Chromebooks 4000-4999: Books And Supplies LCFF Supplemental and Concentration $5,974

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

All of the actions were implemented.

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

The older Chromebooks were replaced with the newer models that can run the Smarter Balanced Testing online software. The Tech Specialist maintained the network along with all of the devices on campus.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures other than increase payroll costs due to a negotiated pay increase for classified employees.

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.

There is no need to purchase new Chromebooks next year.

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 7

District will offer a broad course of study

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 100% of the students have access to filed trips and peforming arts activities **18-19** 100% of students will have access to curriculum enriching field trips and visual and performing arts activities **Baseline** School does not have a music teacher. In 2016-17 contracted with TC Arts Council for Arts Reach to School Program. All students have access to field trips throughout the year.	100% of students will have access to curriculum enriching field trips and visual and performing arts activities.

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 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
District will contract with Tuolumne Arts Council for Arts Reach to Schools Program		Arts Reach to Schools Contract 5800: Professional/Consulting Services And Operating Expenditures Supplemental $1500	Arts Reach to Schools 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $750

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 teachers only used half of the funding budgeted for Arts Reach to School programs.

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

There was no overall effectiveness measured by having the limited amount of Arts Reach to School activities.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Only half of the budgeted funding for the action was used .

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

The district will continue to support this goal, but will find another way to promote the Arts Reach to Schools Program with the teachers.

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?

12/6/16 - Summerville Elementary Board of Trustees Meeting, which includes school board, members of the public and some staff members

12/12/16 - Site Council/LCAP Advisory Group meeting - which includes parents, staff and administration

1/23/17 - Bright Bytes Survey of 5-8th grade parents, teachers and students

1/27/17 - Staff Meeting, which includes bargaining unit

2/28/17 - Negotiations with Summerville Elementary Teachers Association (SETA) Bargaining Unit

3/20/17 - Site Council/LCAP Stakeholders Meeting (Parent Advisory Committee) - which includes parents, staff and administration

3/24/17 - Staff Meeting, which includes bargaining unit

4/18/17 - Board Meeting, which includes bargaining unit

5/2/17 - Email blast to staff with Draft LCAP. Draft copy placed on district website

5/9/17 - Board Meeting, which includes bargaining unit

5/22/17 -Site Council/LCAP Stakeholders Meeting (Parent Advisory Committee) - which includes parents, staff and administration

6/5/17 - Board Meeting, which includes bargaining unit

6/13/17 - Board Meeting, which includes bargaining unit

10/9/17 - Site Council/LCAP Stakeholders Meeting (Parent Advisory Committee) - which includes parents, staff and administration

10/17/17 - Board Meeting, which includes bargaining units

10/24/17 - Indian Education Committee, which includes stakeholders from the Native American community, staff members and administration.

11/27/17 - Tuolumne Band of Me-Wuk Indians - Indian Education Committee

12/12/17 - Board Meeting, which includes bargaining units

1/3/18 - Site Council/LCAP Stakeholders Meeting (Parent Advisory Committee) - which includes parents, staff and administration
1/9/18 - Board Meeting, which includes bargaining units and public
2/13/18 - Board Meeting, which includes bargaining units and public
2/7/18 - Emailed LCAP Feedback Survey to staff
3/13/18 - Board Meeting, which includes bargaining units and public
March 2018 - Healthy Kids Survey given to 5th and 7th grade students, parents and teachers
4/9/18 - Emailed results of LCAP Feedback Survey to staff
5/8/18 -May Board Meeting, which includes labor unions and public
January and May - Project Alert Survey to 7th grade students
5/21/18 - Site Council/LCAP Stakeholders Meeting (Parent Advisory Committee) - which includes parents, staff and administration
5/24/18 - Staff Meeting
6/4/18 - June Special Board Meeting - Public Hearing for LCAP
6/12/18 - Board Meeting, which includes bargaining units and public
10/9/18-October Board Meeting, which includes labor unions and public
12/10/18 - Site Council/LCAP Stakeholders Meeting (Parent Advisory Committee) - which includes parents, staff and administration
12/11/18 - December Board Meeting, which includes labor unions and public
01/08/19- January Board Meeting, which includes labor unions and public
01/31/19 - LCAP Survey - Staff
03/01/19 - Staff Meeting, which includes bargaining unit
3/18/19 - Site Council/LCAP Stakeholders Meeting (Parent Advisory Committee) - which includes parents, staff and administration
5/10/19 - Staff Meeting, which includes bargaining unit
5/14/19 - May Board Meeting, which includes labor unions and public
5/21/19 - Site Council/LCAP Advisory Group meeting - which includes parents, staff and administration

Impact on LCAP and Annual Update

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

12/6/16 - Summerville Elementary Board of Trustees Meeting, which includes school board, members of the public and some staff members - Presented an update of the expenditures for the 2016-17 LCAP as of November 2016. Also updated the board and public on the completed goals and those that still need completion. Discussed the problem of finding a part time band teacher for the after school program. After three attempts at advertising for the position the district has yet to receive an applicant. The board would like to see one more attempt to see if the district gets an applicant.

12/12/16 - Site Council/LCAP Advisory Group meeting - which includes parents, staff and administration - Presented an update of the expenditures for the 2016-17 LCAP as of November 2016. Also updated the board and public on the completed goals and those that still need completion. Discussed the problem of finding a part time band teacher for the after school program. After three attempts at advertising for the position the district has yet to receive an applicant. Told the Site Council that I will post the position again after the winter break to see if we can still hire an after school band teacher.

1/23/17 - Bright Bytes Survey of 5-8th grade parents, teachers and students - Survey results will be used to in revising goals and actions in the 2017-18 LCAP.

1/27/17 - Staff Meeting, which includes bargaining unit - Presented an update of the expenditures for the 2016-17 LCAP as of November 2016. Also updated the board and public on the completed goals and those that still need completion. Discussed the difficulty of finding an after school music instructor. Teachers would like to see Front Row ELA added. Administration will contact Front Row for a quote. Teachers would like to begin giving feedback on current goals and activities as well as new goals and activities for 2017-18. A feedback form is to be distributed to the teachers and is due back February 15.

2/28/17 - Negotiations with Summerville Elementary Teachers Association (SETA) Bargaining Unit - Discussed current draft of the 2017-18 LCAP and how it will effect the bargaining unit. Discussed needs of the district and estimated supplemental funding in the 2017-18 LCAP

3/20/17 - Site Council/LCAP Stakeholders Meeting (Parent Advisory Committee) - which includes parents, staff and administration - Went over the LCAP update of activities and expenditures as of February 28, 2017. Went over the California Dashboard state website and data for Summerville Elementary. Explained how the data from the Dashboard will be used to develop the goals and activities for the 2017-18 LCAP. Discussed survey for the LCAP and school climate, which will go out after Spring Break. Passed out the new LCAP template and went over a few new items in the template. Shared news regarding funding cuts in 2017-18 to Title 1 and Title II.

3/24/17 - Staff Meeting - Went over LCAP feedback survey from teachers. Went over the LCAP update of activities and expenditures as of February 28, 2017. Went over the California Dashboard state website and data for Summerville Elementary. Explained how the data from the Dashboard will be used to develop the goals and activities for the 2017-18 LCAP.

4/18/17 - Board Meeting - Superintendent Shampain went over the teacher survey which looks at the goals and activities from the 2016-17 LCAP. Mr. Shampain also showed the board the California Dashboard and looked at the data posted for Summerville

Elementary School District. Mr. Shampain explained that some of the data reported on the Dashboard will be used when writing the LCAP. He pointed out that the student group with disabilities received a "low" rating (red) when looking at the Mathematics indicator and would be monitored to see if there is indeed a trend.

5/2/17 - Emailed a draft copy to the staff for input (questions and comments). Uploaded a copy of the draft LCAP onto the district website, seeking comments and questions via an email link.

5/9/17 - Board Meeting, which includes bargaining unit - Presented a draft of the 2017-18 LCAP to the board and public. Answered questions from the board and public.

5/22/17 - Site Council/LCAP Stakeholders Meeting (Parent Advisory Committee) - which includes parents, staff and administration -- Went over the latest draft of the LCAP in order to get feedback from the Site Council/LCAP Stakeholders. Found a couple of typos which will be corrected. Discussed Goals #4 and how the state would like to see a reduction in the number of suspensions. The Site Council/LCAP Stakeholders group discussed the need for a music teacher. Mr. Heldstab explained that the district attempted to hire a part-time music teacher this year but none of the candidates accepted the job offer for a part time position. Other districts in the county no longer wish to share a music teacher and instead have hired full time music teachers. Mr. Shampain explained that there is currently no funding in the budget for a full time music teacher. Mr. Heldstab went over the parent survey results. No other questions regarding the LCAP.

6/5/17 - Board Meeting, which includes bargaining unit - Public Hearing on 2017-18 LCAP and budget. There was no public comment. Superintendent Shampain presented the draft of the LCAP and went over the goals and actions as well as the expenditures. No questions from the board.

6/13/17 - Board Meeting, which includes bargaining unit - Approval of the LCAP by the board. There was no discussion by the board or the public.

10/9/17 - Site Council/LCAP Stakeholders Meeting (Parent Advisory Committee) - which includes parents, staff and administration - Went over the LCAP update of activities and expenditures as of October 1, 2017

10/17/17 - Summerville Elementary Board of Trustees Meeting, which includes school board, members of the public and some staff members - Presented an update of the expenditures for the 2017-18 LCAP as of October 1, 2017.

10/24/17 - Indian Education Committee, which includes stakeholders from the Native American community, staff members and administration. Went over LCAP and how Native Americans are served. Went over the test results for the Native American students, which showed a significant increase in test scores.

11/27/17 - Tuolumne Band of Me-Wuk Indians - Indian Education Committee - Went over the Impact Aide Grant - Title VIII and how the money is used to serve Native American students

12/12/17 - Summerville Elementary Board of Trustees Meeting, which includes school board, members of the public and some staff members - Presented an update of the expenditures for the 2017-18 LCAP as of December 11, 2017.

1/3/18 - Site Council/LCAP Stakeholders Meeting (Parent Advisory Committee) - which includes parents, staff and administration - went over expenditures as of December 11, 2017. No questions from the members of the committee. Presented the California

School Dashboard and areas that school should focus on in the 2018-19 LCAP. Also discussed the differentiated assistance the school will receive from the county office due to low student performance on ELA and Math scores on the Smarter Balanced test and high suspension rate. The county office will work with the district to identify underlying causes, possible solutions, resources or expertise that can help.

1/9/18 - Board Meeting, which includes bargaining units and public. Presented the California School Dashboard and information on the Differentiated Assistance that the county office of education is offering the school district. Comments from the public about suspension rate . Superintendent stated that the teachers will have a presentation of the Dashboard and Differentiated Assistance from Cathy Parker from the Tuolumne County Office of Education at their January 26 staff meeting.

2/7/18 - Emailed LCAP Feedback Survey to staff, which was due March 2. Compiled results for presentation to the board on March 13 and the staff on March 23.

3/13/18 - Summerville Elementary Board of Trustees Meeting, which includes school board, members of the public and some staff members - Presented an update of the expenditures for the 2017-18 LCAP as of February 2018. Also presented results of the 2017-18 LCAP Feedback survey given to the staff. Results included comments regarding the existing goals and actions as well as suggestions for additional actions. Results will be shared with the staff as well.

March 2018 - Healthy Kids Survey given to grades 5 and 8 as well as parents and teachers from those grade levels. Survey asks questions regarding substance abuse, bullying, school climate and teacher/student relationships. Expect results in the fall

4/9/18 - Emailed results of LCAP Feedback Survey to staff. Emailed stated that the results of the survey and comments will be used in updating the goals and actions of the 3-year LCAP.

5/8/18 -May Board Meeting, which includes labor unions and public - Went over the 2018-19 LCAP Goals and Actions. Reviewed the total amount the district will receive in Supplemental Funding compared to 2017-18 and how most of the increase went into salaries and benefits.

5/21/18 - Site Council/LCAP Stakeholders Meeting (Parent Advisory Committee) - which includes parents, staff and administration - Went over goals and actions for the 2018-19 LCAP. Comments on expanding remediation to K and 7th grade, and expanding detention to Monday and Friday. Mr. Heldstab went over the parent survey and comments, which included a survey on the LCAP.

5-24-18 - Staff Meeting - Mitch Heldstab went over the results of the parent climate and LCAP survey.

Jan & May 2018 - Project Alert Survey - 7th Grade Students - Pre and Post survey of students regarding drug and alcohol use as well as school climate.

6/6/18 - June Special Board Meeting - Public Hearing for LCAP - Went over the latest draft of LCAP for public comment. No comments from the public. Questions from the board regarding textbook adoptions. Updated draft of LCAP placed on district website.

6/12/18- Board Meeting, which includes bargaining units and public - Board approved the 2018-19 LCAP. There were no questions or comments from the board or public.

10/9/18 -October Board Meeting, which includes labor unions and public . Went over the LCAP expenditures for the board. There were no questions. Presented the results of the Healthy Kids Survey (5th & 7th Grade). The fifth grade results as well as the Parent survey results were not valid because of the low percentage of participants who completed the survey. Discussed the positive findings as well as the areas of concern. Presented the countywide results as well, which had a bigger sample size.

12/10/18 - Site Council/LCAP Stakeholders Meeting (Parent Advisory Committee) - which includes parents, staff and administration - Went over the expenditures from the 2018-19 LCAP. Mr. Shampain explained that most of the expenses were related to payroll costs. No questions from the members of the Site Council.

12/11/18 - December Board Meeting, which includes labor unions and public - Superintendent Shampain went over the 2018-19 LCAP expenditures. There were no questions from the board or public

01/08/19- January Board Meeting, which includes labor unions and public . Reviewed the California School Dashboard with the board. Informed the board that the school district was no longer in Differentiated Assistance. Questions from the board regarding progress in math and ELA. by the district as well as the state.

01/31/19 - LCAP Survey - Staff - Sent out the 2018-19 LCAP survey as a Google Form to staff for their input on the current LCAP Goals and Activities. Survey is due February 26.

03/01/19 - Staff Meeting, which includes bargaining unit - Reviewed the LCAP goals and actions and went over the expenditures as of March 1, 2019. Explained that most of the expenditures came from updated salary information for the teachers and paraprofessionals providing supplemental instruction. Discussion about the lack of use of the Accelerated Math and Accelerated Reading program compared to the number of licenses purchased. Discussed that the STAR Math benchmark test was not entirely aligned to the California Common Core Standards. No other questions or comments from the staff.

3/18/19 - Site Council/LCAP Stakeholders Meeting (Parent Advisory Committee) - which includes parents, staff and administration - Went over the LCAP budget update and discussed progress with current activities. Went over the staff survey results of the current LCAP and discussed the new software being used in the after school remediation and 1-5th grade classrooms. Discussed the parent survey which is going out after Spring Break.

5/10/19 - Staff Meeting, which includes bargaining unit - Mr. Shampain went over a draft of the 2019-20 LCAP Goals and Actions. Questions regarding the removal of Accelerated Math. Accelerated Math was removed because of a lack of use by students and feedback from the teacher survey on the 2018-19 goals and actions. Mr. Shampain also explained that the licenses for Accelerated Reader was decreased to represent the number of subscriptions used in 2018-19. Staff discussed the number of Fast Forward licenses the district should purchase or if it should purchase a school license.

5/14/19 - May Board Meeting, which includes labor unions and public. Mr. Shampain went over the 2019-20 LCAP goals and actions. There was discussion regarding how to add music to the next 3 year cycle of the LCAP. Mr. Shampain explained that the various stakeholders can add music but will need to decide what to keep or get rid of in the current LCAP. He added that the district should not add a new program without a revenue source. Mr. Heldstab went over the results of the 2019 Student/Parent Survey and compared those results with the 2018 survey.

5/21/19 - Site Council/LCAP Advisory Group meeting - which includes parents, staff and administration - Mr. Shampain reviewed the 2019-20 LCAP Goals and Actions. No questions or comments from the group. Mr. Heldstab went over the results of the Student/Parent Survey and compared those results with the 2018-19 survey data.

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 1

Students will receive supplemental support services in English Language Arts and Math

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Identified Need:

To increase the number of students proficient in math and language arts.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Students performance on benchmark tests in Math and English Language Arts will improve by at least 5% over the previous year	2017 Smarter Balanced Test Results Grade 3 ELA = 35% Math = 39% Grade 4 ELA = 40% Math = 37% Grade 5 ELA = 34% Math = 34% Grade 6 ELA = 32% Math = 26% Grade 7 ELA = 53% Math = 32%	The number of students by grade level who met or exceeded standards will increase by 1% over the previous year on the Smarter Balanced test in Math and ELA.	The number of students by grade level who met or exceeded standards will increase by 2% over the previous year on the Smarter Balanced test in Math and ELA.	The number of students by grade level who met or exceeded standards will increase by 3% over the previous year on the Smarter Balanced test in Math and ELA.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Grade 8 ELA = 66% Math = 34%			

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)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

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)

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
District will continue to offer after school remediation to students in grades 1-6 for 60 minutes Monday - Thursday	District will continue to offer after school remediation to students in grades 1-7 for 60 minutes Monday - Thursday	District will continue to offer after school remediation to students in grades 1-7 for 60 minutes Monday - Thursday

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,000	$8000	$8000
Source	Base	Other	Other
Budget Reference	1000-1999: Certificated Personnel Salaries 1.25 hrs/day @ hourly pay of teacher includes benefits	1000-1999: Certificated Personnel Salaries 1.25 hrs/day @ hourly pay of teacher	1000-1999: Certificated Personnel Salaries 1.25 hrs/day @ hourly pay of teacher includes benefits
Amount	$13520	$2000	$2000
Source	Other	Other	Other
Budget Reference	1000-1999: Certificated Personnel Salaries 1.25 hrs/day @ hourly pay of teacher includes benefits	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits
Amount		$10523	$12914
Source		Supplemental	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries 1.25 hrs/day @ hourly pay of teacher	2000-2999: Classified Personnel Salaries 1.25 hrs/day @ hourly pay of teacher
Amount		$2812	$3924
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits

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)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

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)
English Learners Foster Youth Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
District will use paraprofessionals to assist with instruction in the Learning Center, Kindergarten, First grade, combination classrooms, Title 1 and Indian Ed. Programs	District will use paraprofessionals to assist with instruction in the Learning Center, Kindergarten, First grade, combination class, Title 1 and Indian Ed. Programs	District will use paraprofessionals to assist with instruction in the Learning Center, Kindergarten, First grade, combination class, Title 1 and Indian Ed. Programs

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$76,242	$55625	$56201
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Classified Salary Schedule - Paraprofessionals (Learning Center- 3 employees) includes benefits	2000-2999: Classified Personnel Salaries Classified Salary Schedule - Paraprofessionals (Learning Center- 3 employees)	2000-2999: Classified Personnel Salaries Classified Salary Schedule - Paraprofessionals (Learning Center- 3 employees) includes benefits

Amount	$62,375	$21025	$24281
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Classified Salary Schedule - Paraprofessionals (Learning Center - 2 employees), which includes benefits	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits
Amount	$46,560	$47533	$47533
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Classified Salary Schedule - Paraprofessionals (Reg. Ed. - 2 employees), which includes benefits	2000-2999: Classified Personnel Salaries Classified Salary Schedule - Paraprofessionals (Learning Center - 2 employees)	2000-2999: Classified Personnel Salaries Classified Salary Schedule - Paraprofessionals (Reg. Ed. - 2 employees), which includes benefits
Amount	$33,475	$17967	$17967
Source	Other	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Classified Salary Schedule - Title 1/Indian Ed. Paraprofessional, which includes benefits	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits
Amount		$36142	$36142
Source		Supplemental	Supplemental
Budget Reference		2000-2999: Classified Personnel Salaries Classified Salary Schedule - Paraprofessionals (Reg. Ed. - 2 employees)	2000-2999: Classified Personnel Salaries Classified Salary Schedule - Paraprofessionals (Reg. Ed. - 2 employees)

Amount		$13661	$13661
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits
Amount		$25508	$25508
Source		Other	Other
Budget Reference		2000-2999: Classified Personnel Salaries Classified Salary Schedule - Title 1/Indian Ed. Paraprofessional	2000-2999: Classified Personnel Salaries Classified Salary Schedule - Title 1/Indian Ed. Paraprofessional
Amount		$9642	$9642
Source		Other	Other
Budget Reference		3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits

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)

New Goal

Goal 2

District will offer staff development to teachers in common core instructional strategies

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Identified Need:

More staff development in Common Core instructional strategies as demonstrated by needs analysis/survey data,

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Registrations in staff development activities, purchase orders, course approval forms	80% of teachers have received training on the common core standards.	85% of teachers have received training on the Common Core Standards	90% of teachers have received training on the Common Core Standards	95% of teachers have received training on the Common Core Standards

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

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)
English Learners Foster Youth Low Income	Schoolwide	All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Training for teaching staff on the Common Core standards, instructional strategies in Math and English Language Arts, the new ELA/ELD Framework and the Next Generation Science Standards (NGSS).	Training for teaching staff with instructional strategies in Math and English Language Arts, the new ELA/ELD Framework and the Next Generation Science Standards (NGSS).	Training for teaching staff with instructional strategies in Math and English Language Arts, the new ELA/ELD Framework and the Next Generation Science Standards (NGSS).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1000	$750	$750
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries $1000 for substitutes includes benefits	1000-1999: Certificated Personnel Salaries $750 for substitutes includes benefits	1000-1999: Certificated Personnel Salaries $750 for substitutes includes benefits

Amount	$2000	$2000	$2000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Workshop registration and fees	5000-5999: Services And Other Operating Expenditures Workshop registration and fees	5000-5999: Services And Other Operating Expenditures Workshop registration and fees

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)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

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)

English Learners
Foster Youth
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)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
District will add one day to the teacher work calendar for mandated state and federal trainings	District will add one day to the teacher work calendar for the new Social Studies (6-8) and math (k-5) curriculum	District will add one day to the teacher work calendar for State and Federal mandated training as well as K-5 inservice on the use of new social studies curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$8,772	$7320	$7483
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Approx. $300/teacher/day includes benefits	1000-1999: Certificated Personnel Salaries Approx. $300/teacher/day includes benefits	1000-1999: Certificated Personnel Salaries Approx. $300/teacher/day includes benefits
Amount		$1830	$2017
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits

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 3

Teachers will have the curriculum and supplemental material to support teaching in Math and English Language Arts

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Identified Need:

To purchase supplemental material and software for Math and ELA

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Purchase orders	Currently have 32 district licenses for SuccessMaker School version of Front Row ELA and Math	Continue to purchase digital curriculum to supplement the core curriculum.	Continue to purchase digital curriculum to supplement the core curriculum.	Continue to purchase digital curriculum to supplement the core curriculum.

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

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)
English Learners Foster Youth Low Income	Schoolwide	All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
District will purchase a School License of Front Row for Supplemental Math and ELA instruction. License includes ongoing professional development.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,700		
Source	Supplemental		
Budget Reference	5000-5999: Services And Other Operating Expenditures $5700/year for software licenses		

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)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

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)

English Learners
Foster Youth
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)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
District will continue to purchase SuccessMaker web access for Supplemental math and language arts instruction.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$7,950		
Source	Supplemental		
Budget Reference	5000-5999: Services And Other Operating Expenditures $7,950 for web access and maintenance contract		

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)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

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)

English Learners
Foster Youth
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)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Modified Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
District will purchase Accelerated Reader and STAR Reading licenses for Supplemental reading instruction.	District will continue to purchase Accelerated Reader and STAR Reading licenses for Supplemental reading	District will continue to purchase Accelerated Reader, STAR Reading, STAR Early Literacy, STAR Math and

	instruction. and add STAR Math and Accelerated Math licenses. STAR Math and Accelerated Math licenses will come with teacher training.	Exact Path subscriptions for Supplemental reading instruction .

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$6400	$11146	$18075
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Yearly license for Accelerated Reading and STAR Reading	5000-5999: Services And Other Operating Expenditures Yearly license for STAR Reading., Accelerated Reading, Sar Math and Accelerated Math.	5000-5999: Services And Other Operating Expenditures Yearly license for STAR Reading., Accelerated Reading, STAR Math, and Exact Path

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 4

Continue to establish and maintain a campus-wide Positive Behavior Support Plan which provides a common Code of Conduct for all students and staff in order to increase school-wide appropriate student behavior in all school-related settings.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

To reduce the number of discipline citations, suspensions and expulsions

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of behavior citations, suspensions and expulsions reported from PowerSchool.	2016-17 Discipline Citations = 178 2016-17 Suspension = 37 2016-17 Expulsions =0	Behavioral citations and suspensions will be reduced by at least 10% from the previous year.	Behavioral citations and suspensions will be reduced by at least 10% from the previous year.	Behavioral citations and suspensions will be reduced by at least 10% from the previous year.

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)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

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)

English Learners
Foster Youth
Low Income

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

LEA-wide
Schoolwide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to provide incentive for students for positive behavior	Continue to provide incentive for students for positive behavior	Continue to provide incentive for students for positive behavior

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1666	$250	$250
Source	Other	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies $1666 for incentive prizes	4000-4999: Books And Supplies incentive prizes	4000-4999: Books And Supplies incentive prizes

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

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)
English Learners Foster Youth Low Income	Schoolwide	All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
A group of teachers will be trained on Trauma Informed Practices	A group of teachers will be trained on Trauma Informed Practices	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,000	$500	
Source	Other	Other	
Budget Reference	1000-1999: Certificated Personnel Salaries Sub costs for the training includes benefits. Funding will come from a grant from grant money through the Tuolumne County Office of Education.	1000-1999: Certificated Personnel Salaries Sub costs for the training includes benefits. Funding will come from a grant from grant money through the Tuolumne County Office of Education.	

Action 3

All	All Schools

OR

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

Actions/Services

	New Action	
	Detention will be expanded to Monday and Friday	Monday and Friday added to detention days

Budgeted Expenditures

Amount		$2,550	$2,550
Source		Base	Base
Budget Reference		1000-1999: Certificated Personnel Salaries One half of an hour pay for teachers	1000-1999: Certificated Personnel Salaries One half of an hour pay for teachers (with benefits)
Amount		$460	$460
Source		Base	Base
Budget Reference		3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits

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 5

Actively involve parents in the online resources available to them in supporting their child's education, beyond the traditional school-home communication and involvement.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

More parent involvement in the school

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
15% increase on the number of parents accessing Powerschool on a yearly basis and 15% increase in the number of parents who sign up to receive progress reports via email as demonstrated by the Parent/Student Access Statistics report from PowerSchool.	195 parents access PowerSchool to view students information	There will be a 10% increase from the baseline year on the number of parents accessing Powerschool on a daily basis.	There will be a 15% increase from the baseline year on the number of parents accessing Powerschool on a daily basis.	There will be a 18% increase from the baseline year on the number of parents accessing Powerschool on a daily basis.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Observations, Volunteer Sign-in sheets, Chaperone training records, Sign-in sheets at Back-to-School, Night and Open House				

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)

[Add Students to be Served selection here]

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

All Schools
[Add Location(s) selection here]

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)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

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

LEA-wide
Schoolwide
[Add Scope of Services selection here]

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

All Schools
[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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The district's website will be maintained with up-to-date information and parent resources	The district's website will be maintained with up-to-date information and parent resources	The district's website will be maintained with up-to-date information and parent resources

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1200	$1200	$1200
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures $1200 Yearly cost of web hosting through eChalk	5000-5999: Services And Other Operating Expenditures Yearly license to eChalk for web hosting services	5000-5999: Services And Other Operating Expenditures Yearly license to eChalk for web hosting services

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)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

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)

English Learners
Foster Youth
Low Income

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

LEA-wide
Schoolwide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
District will use a web-based notification system linked to the SIS to contact staff and parents when there is an upcoming event or emergency.	District will use a web-based notification system linked to the SIS to contact staff and parents when there is an upcoming event or emergency.	District will use a web-based notification system linked to the SIS to contact staff and parents when there is an upcoming event or emergency.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,200	$768	$770
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Yearly license to School Messenger	5000-5999: Services And Other Operating Expenditures Yearly license to School Messenger	5000-5999: Services And Other Operating Expenditures Yearly license to School Messenger

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

Expand the use of technology by students and staff

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

To maintain technology equipment and provide technology training

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
80% of teachers indicate that they are confident in the use of technology with their students 100% of students and staff have access to either iMacs, MacBooks,	District currently has a tech specialist to maintain computers, iPads and network devices.100% of students and staff have access to either iMacs, MacBooks,	70% of teachers indicate that they are confident in the use of technology with their students. 100% of students and staff have access to either iMacs, MacBooks,	75% of teachers indicate that they are confident in the use of technology with their students. 100% of students and staff have access to either iMacs, MacBooks,	85% teachers indicate that they are confident in the use of technology with their students. 100% of students and staff have access to either iMacs, MacBooks,

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Chromebooks and iPads on a daily basis.	Chromebooks and iPads on a daily basis.	Chromebooks and iPads on a daily basis.	Chromebooks and iPads on a daily basis.	Chromebooks and iPads on a daily basis.

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)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

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)

English Learners
Foster Youth
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)

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Retain a .50 FTE Computer Technician	Retain a .50 FTE Computer Technician	Retain a .50 FTE Computer Technician

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$44,000	$33564	$35196
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries .50 FTE of a Computer Technician salary schedule, which includes benefits	2000-2999: Classified Personnel Salaries Cost of a 50% FTE Computer Technician, which includes benefits	2000-2999: Classified Personnel Salaries Cost of a 50% FTE Computer Technician, which includes benefits
Amount		$12696	$13304
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits

Action 2

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

OR

English Learners Foster Youth Low Income	LEA-wide Schoolwide	All Schools

Actions/Services

	New Action	
	Equipment Replacement: District will replace older Chromebooks with newer models	

Budgeted Expenditures

Amount		$5974	
Source		Supplemental	
Budget Reference		4000-4999: Books And Supplies Chromebooks	

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 7

District will offer a broad course of study

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

To enrich the curriculum with field trips and visual and performing arts activities at all grade levels

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
100% of the students have access to filed trips and peforming arts activities	School does not have a music teacher. In 2016-17 contracted with TC Arts Council for Arts Reach to School Program. All students have access to field trips throughout the year.	100% of students will have access to curriculum enriching field trips and visual and performing arts activities	100% of students will have access to curriculum enriching field trips and visual and performing arts activities	100% of students will have access to curriculum enriching field trips and visual and performing arts activities

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

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)
English Learners Foster Youth Low Income	Schoolwide	Specific Grade Spans: Grades 4 & 5

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Modified Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
District will partner with the PTSA to participate in the Tuolumne County Artist in Residence Program		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,000		
Source	Supplemental		
Budget Reference	5700-5799: Transfers Of Direct Costs 1/2 cost of Artist in Residence Program (District's portion)		
Amount	$3,000		
Source	Other		
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 1/2 cost of Artist in Residence Program (PTSA portion)		

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)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

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)

English Learners
Foster Youth
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 Grade Spans: K, 1, 2, 3 , 6, 7, 8

Actions/Services

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

Modified Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
District will contract with Tuolumne Arts Council for Arts Reach to Schools Program	District will contract with Tuolumne Arts Council for Arts Reach to Schools Program	District will contract with Tuolumne Arts Council for Arts Reach to Schools Program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,500	$1500	$1500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Arts Reach to Schools Contract	5800: Professional/Consulting Services And Operating Expenditures Arts Reach to Schools Contract	5800: Professional/Consulting Services And Operating Expenditures Arts Reach to Schools Contract

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$299,398	9.31%

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).

All of the actions/services being funded in the LCAP are to be used school-wide and districtwide because all students will benefit from services provided in this plan. Funds are used for staff development for the teaching staff, supplemental curriculum, benchmark assessments, and software in math and language arts, technology support, personnel for remediation during and after school and support for the Positive Behavior Support Plan.

Out of the 401 students enrolled at CBEDS, there were 181 unduplicated pupils, which is 46.54% of the students.

All students, including English Language Learners, have access to school programs and services that are aligned with California's academic content and performance standards, including Common Core State Standards for English Language Arts and Mathematics, Next Generation Science Standards, and English Language Development Standards.

The school district provides activities that promote parent input and parent participation in programs for economically disadvantaged pupils, ELLs, foster youth and individuals with exceptional needs.

The school district supports academic achievement for all students including English Language Learners, homeless and foster youth.

2019-20 Summary of LCAP Actions/Services Contributing to Meeting the Increased or Improved Services Requirement

Following is a summary of Actions/Services included as contributing to meeting the Increased or Improved Services Requirement. They are grouped by:

1. LEA-Wide

2. Schoolwide

LCAP Actions/Services Contributing to Meeting the Increased or Improved Services Requirement

LEA-Wide

Goal 4

Actions/Services : Continue to provide incentive for students for positive behavior

Source Budget Reference Amount: Supplemental 4000-4999: Books and Supplies: $250

Students Served: English Learners, Foster Youth, Low Income, All Students

Scope of Service: LEA-wide

Locations: All Schools

This action reinforces the strategies documented in Positive Behavioral Interventions and Supports. www.pbis.org

Goal 5

Actions/Services: The district's website will be maintained with up-to-date information and parent resources

Source Budget Reference Amount: Supplemental 5000-5999: Services and Other Operating Expenditures: $1,200

Students Served: English Learners, Foster Youth, Low Income, All Students

Scope of Service: LEA-wide

Locations: All Schools

Actions/Services: District will use a web-based notification system linked to the SIS to contact staff and parents when there is an upcoming event or emergency.

Source Budget Reference Amount: Supplemental 5000-5999: Services and Other Operating Expenditures $768

Students Served: English Learners, Foster Youth, Low Income

Scope of Service: LEA-wide

Locations: All Schools

Parent use of the district website and PowerSchool Parent Portal, the school information system (SIS), has increased over the last two years. School Messenger, the web-based notification system, is used throughtout the year to communicate with parents regarding school emergencies and school events.

LCAP Actions/Services Contributing to Meeting the Increased or Improved Services Requirement

Schoolwide

Goal 1

District will use paraprofessionals to assist with instruction in the Learning Center, Kindergarten, First grade, combination class, Title 1 and Indian Ed. Programs

Students Served: English Learners, Foster Youth, Low Income, All students

Scope of Service: Schoolwide

Locations: All Schools

Source Budget Reference Amount:

Supplemental 2000-2999: Classified Personnel Salaries $55,625

Supplemental 3000-3999: Employee Benefits $21,025

Supplemental 2000-2999: Classified Personnel Salaries $47,533

Supplemental 3000-3999: Employee Benefits $17,967

Supplemental 2000-2999: Classified Personnel Salaries $36,142

Supplemental 3000-3999: Employee Benefits $13,661

Other 2000-2999: Classified Personnel Salaries $25,508

Other 3000-3999: Employee Benefits $9,642

Small group instruction by paraprofessionals allows the teacher to provide direct explicit instruction and supplemental assistance to students during and after school.

Goal 2

Actions/Services: Training for teaching staff with instructional strategies in Math and English Language Arts, the new ELA/ELD Framework and the Next Generation Science Standards (NGSS).

Students Served: English Learners, Foster Youth, Low Income, all students

Scope of Service: Schoolwide

Locations: All Schools

Source Budget Reference Amount:

Supplemental 1000-1999: Certificated Personnel Salaries $750

Supplemental 5000-5999: Services and Other Operating Expenditures $2000

Teachers will continue to receive training to implement the new curriculum as well as Next Generation Science Standards.

Actions/Services: District will add one day to the teacher work calendar for mandated state and federal trainings and the new Social Studies curriculum

Students Served: English Learners , Foster Youth, Low Income Scope, Low income, All students

Scope of Service: Schoolwide

Locations: All Schools

Source Budget Reference Amount:

Supplemental 1000-1999: Certificated Personnel Salaries $7,320

Supplemental 3000-3999: Employee Benefits $1,830

Teachers are required to receive state mandated trainings. Teachers will receive training in the newly adopted social studies curriculum.

Goal 3

Actions/Services: District will continue to purchase Accelerated Reader and STAR Reading and STAR Math licenses for supplemental reading and math instruction. The plan adds 260 Edmentum Exact Path licenses for math and reading supplemental instruction $18,075

Students Served: English Learners, Foster Youth , Low Income, All students

Scope of Service: Schoolwide

Locations: All Schools

Source Budget Reference Amount : Supplemental 5000-5999: Services and Other Operating Expenditures $11,146.75

Supplemental curriculum is used for formative and summative assessments, response to intervention (i.e., remediation) as well as additional practice throughout the year.

Goal 4

Actions/Services: Continue to provide incentive for students for positive behavior

Students Served: English Learners , Foster Youth , Low Income, All students

Scope of Service: Schoolwide

Locations: All Schools

Source Budget Reference Amount: Supplemental 4000-4999: Books and Supplies $250

This action reinforces the strategies documented in Positive Behavioral Interventions and Supports. www.pbis.org

Actions/Services: A group of teachers will be trained on Trauma Informed Practices

Students Served: English Learners , Foster Youth, Low Income, All students

Scope of Service: Schoolwide

Locations: All Schools

Source Budget Reference Amount: Other 1000-1999: Certificated Personnel Salaries $500

Teachers will learn the impact of trauma on child development and how to effectively minimize its effects without causing additional trauma.

https://www.childwelfare.gov/topics/responding/trauma/

Goal 5

Actions/Services: The district's website will be maintained with up-to-date information and parent resources

Students Served: English Learners , Foster Youth, Low Income, All students

Scope of Service: Schoolwide

Locations: All Schools

Source Budget Reference Amount : Supplemental 5000-5999: Services and Other Operating Expenditures $1,200

District will use a web-based notification system linked to the SIS to contact staff and parents when there is an upcoming event or emergency.

Students Served: English Learners , Foster Youth, Low Income, All students

Scope of Service: Schoolwide

Locations: All Schools

Source Budget Reference Amount: Supplemental 5000-5999: Services And Other Operating Expenditures $768

Goal 6

Actions/Services: Retain a .50 FTE Computer Technician

Students Served: English Learners, Foster Youth, Low Income, All students

Scope of Service: Schoolwide

Locations: All Schools

Source Budget Reference Amount: Supplemental 2000-2999: Classified Personnel Salaries $33,564

Supplemental 3000-3999: Employee Benefits $12696

This is a basic service required to maintain the various technology used for instruction, testing and the administration of the district.

Actions/Services: Replace Chromebooks

Students Served: English Learners, Foster Youth, Low Income, All students

Scope of Service: Schoolwide

Locations: All Schools

Source Budget Reference Amount: Supplemental 4000-4999: Books and Supplies $5,284

Older Chromebooks will no longer be able to access the Smarter Balanced Test in 2018-19.

Goal 7

Actions/Services: District will contract with Tuolumne Arts Council for Arts Reach to Schools Program

Students Served: English Learners, Foster Youth, Low Income, Grades 4 & 5 , All students

Scope of Service: Schoolwide

Locations: All Schools

Source Budget Reference Amount: Supplemental 5800: Professional/Consulting Services and Operating Expenditures $1,500

Priority 1: Basic Services

All students has access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe properly maintained school facilities

Metrics: degree to which teachers of the school district are appropriately assigned and fully credentialed in the subject area, student access to standards-aligned instructional materials, facilities in good repair.

Contact Information: Leigh Shampain lshampain@sumel.org

Services/Actions

Comply with Education Codes, facilities, and instructional materials, etc....

Target: All Students

Evidence-Based Practice

Uniform Complain Procedures

Htpp://www.cde.ca.gov/re/cp/uc/

Williams Settlement

Htpp://www.cde.ca.gov/ta/ac/sa/williamsimpact.asp

Priority 2: Implementation of State Standards

All students, including English Language Learners, have access to school programs and services that are aligned with California's academic content and performance standards, including Common Core State Standards for English Language Arts and Mathematics, Next Generation Science Standards, and English Language Development Standards.

Metrics: May be measured by surveys, observations, lesson plans, courses of study, etc....

Contact Information: Leigh Shampain lshampain@sumel.org

Services/Actions

Implementation of academic content and performance standards adopted by the SBE, including English Language Learners

Provide professional development and support for implementation of Common Core Mathematics

Provide professional development and support for implementation of Common Core Reading/Language Arts

Evidence-Based Practice

Common Core Standards in Mathematics

http://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.pdf

Common Core Mathematics Framework

http://www.cde.ca.gov/ci/ma/cf/

Common Core Standards in Reading Language Arts

http://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf

Common Core ELA/ELD Framework

http://www.cde.ca.gov/ci/ma/cf/

Priority 3: Parental Involvement

School districts and school sites seek input from all parents and engage them as partners to decision makers

Metrics: Measured efforts to seek parent input in decision-making, promotion of parent participation programs for unduplicated pupils and special needs groups.

Contact Information: Leigh Shampain lshampain@sumel.org

Mitch Heldstab mheldstab@sumel.org

Services/Actions

Provide activities that promote parent input and parent participation in programs for economically disadvantaged pupils, ELLs, foster youth and individuals with exceptional needs.

Provide support for families of at-risk children.

(Target group: Identified at risk)

Evidence-Based Practice

Parent Institute of Quality Education (PQE) creates partnerships between parents, students and educators to further students' academic success http://piqe.org

Research based strategies that support parent involvement:

- Partnering with Families and Communities
- Student, Family and Community Partnerships: Preparing Educators and Improving Schools
- Successful Family Engagement in the Classroom: What teachers need to know and be able to do to engage families in raising student achievement
- Academic Parent-Teacher Teams: Reorganizing Parent-Teacher Conferences Around Data

Research based strategies to engage caregivers of foster youth:

- Stuart Foundation – Youth Family Community Engagement

Partners in Education A Dual Capacity-Building Framework for Family-School Partnerships

http://www2.ed.gov/documents/family-community/partners-education.pdf

CDE Family and Community

http://www.cde.ca.gov/qs/fc

A Toolkit for Title 1 Parental Involvement

http://www.sedl.org/connections/toolkit

California State PTA – Family Engagement

http://www.cpta.org

Priority 4: Pupil Achievement

School districts and school sites strive to improve outcomes for all students to ensure student success.

Metrics: performance on standardized tests (CAASPP, when scores are available), score on Academic Performance Index, share of English Language learner reclassification rate

Contact Information: Leigh Shampain lshampain@sumel.org

Mitch Heldstab mheldstab@sumel.org

Services/Actions

Support academic achievement for all students including English Language Learners.

Evidence-Based Practice

Research-based strategies for English Learners and Log-term English Learners

http://laurielsen.com/resources

ELD Standards, CDE http://www.cde.ca.gov/sp/el/er/eldstandards.asp

Understanding Language, Stanford University http://ell.stanford.edu

National Clearinghouse for English Language Acquisition

http://www.ncela.us

US Department of Education

http://www2.ed.gov/about/officies/list/ocr/ellresources.html

Foster Youth Support Services Resources

http://www.cfyetf.org/publications.html

http://www.cfpic.org/summit_pdfs/summit.htm

http://www.dref.org/programs/clearinghouse

Priority 5: Pupil Engagement

Provide students with programs, course work and opportunities, in and out of the classroom, that motivate them and keep them in school.

Metrics: As measured by multiple indicators including but not limited to school attendance rates, chronic absenteeism rate, and middle school dropout rate.

Contact Information: Leigh Shampain lshampain@sumel.org

Services/Actions

Increase coordination of services including working with county child welfare agency to share information responding to the needs of juvenile court system and ensuring transfer of health and education needs.

Provide health services coordinated at the school site

Evidence-Based Practice

Foster youth services AB490 County Liaison meetings

Sharing information with Tuolumne County Office of Education

Attention2Attendance (A2A) software and Tardy Letters to keep track of truancy and tardies and communicate with parents

CSBA Board Policy

Chronically absent and truancy school board policy

http://www.cde.ca.gov/HealthyYouth/cshp

Priority 6: School Climate (School Connectedness, Positive Behavior, Safe Environment)

School climate promotes success of all students. School climate means factors that impact student success. This includes student health, safety and discipline as well as how connected all students feel to their school.

Metrics: As measured by multiple indicators, including but not limited to, pupil suspension rates, and expulsion rates, other measures including surveys of pupils, teachers and parents on sense of safety and school connectedness.

Contact Information: Leigh Shampain lshampain@sumel.org

Mitch Heldstab mheldstab@sumel.org

Services/Actions

Positive Behavioral Interventions and Supports (PBIS) is a systems approach to establishing the social, cultural and behavioral supports needed for all children in a school to achieve both social and academic success.

Provide social and emotional support services to those identified most at risk, referred to targeted services (i.e., mental health, social/emotional support, etc....)

Collect and monitor social climate data from school community

Evidence-Based Practice

PBIS is not a packaged curriculum, but an approach that defines core elements that can be achieved through a variety of strategies.

Training for PBIS

Multiple discipline teams

http://www.pbis.org

Restorative Justice

http://www.restorativejustice.org

Aggressive Replacement Training (ART) is a ten-week curriculum and intensive support for anger management, social skills and moral reasoning

http://aggressionreplacementtraining.com

The California Healthy Kids Survey

The California School Climate Survey

The California School Parent Survey

Priority 7: Course Access

All students have the opportunity to access a broad course of study in required subject areas in English, mathematics, social science, science, visual and performing arts, health, physical education, career and technical education and others.

Metrics: Course enrollment records, master schedule, student/parent surveys

Contact Information: Leigh Shampain lshampain@sumel.org

Mitch Heldstab mheldstab@sumel.org

Evidence-Based Practice

California Department of Education Frameworks

http://www.cde.ca.gov/be/st/fr

- Career –Technical Education
- Health
- History-Social Science
- Science
- Mathematics
- Physical Education
- Reading and Language Arts
- Visual and Performing Arts

Priority 8: Pupil Achievement

Measure other student performance in some specific, required areas of study such as physical education, the arts, and career technical training

Metrics: Course enrollment records, master schedule, student/parent surveys

Contact Information: Leigh Shampain lshampain@sumel.org

Mitch Heldstab mheldstab@sumel.org

The district has been providing these actions/services for the past three years and have seen an increase in student achievement utilizing these actions/services.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$284,286	9.52%

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).

All of the actions/services being funded in the LCAP are to be used schoolwide and districtwide because all students will benefit from services provided in this plan. Funds are used for staff development for the teaching staff, supplemental curriculum, benchmark assessments, and software in math and language arts, technology support, personnel for remediation during and after school and support for the Positive Behavior Support Plan.

Out of the 400 students enrolled at CBEDS, there were 191 unduplicated pupils, which is 47.59% of the students. The funds are to be used schoolwide and districtwide because all students will benefit from services provided in this plan. Funds are used for staff development for the teaching staff, supplemental curriculum and software in math and language arts, technology support, personnel for remediation during and after school and support for the Positive Behavior Support Plan.

All students, including English Language Learners, have access to school programs and services that are aligned with California's academic content and performance standards, including Common Core State Standards for English Language Arts and Mathematics, Next Generation Science Standards, and English Language Development Standards.

The school district provides activities that promote parent input and parent participation in programs for economically disadvantaged pupils, ELLs, foster youth and individuals with exceptional needs.

The school district supports academic achievement for all students including English Language Learners, homeless and foster youth.

2018-19 Summary of LCAP Actions/Services Contributing to Meeting the Increased or Improved Services Requirement

Following is a summary of Actions/Services included as contributing to meeting the Increased or Improved Services Requirement. They are grouped by:

1. LEA-Wide

2. Schoolwide

LCAP Actions/Services Contributing to Meeting the Increased or Improved Services Requirement

LEA-Wide

Goal 4

Actions/Services : Continue to provide incentive for students for positive behavior

Source Budget Reference Amount: Supplemental 4000-4999: Books and Supplies: $250

Students Served: English Learners, Foster Youth, Low Income, All Students

Scope of Service: LEA-wide

Locations: All Schools

This action reinforces the strategies documented in Positive Behavioral Interventions and Supports. www.pbis.org

Goal 5

Actions/Services: The district's website will be maintained with up-to-date information and parent resources

Source Budget Reference Amount: Supplemental 5000-5999: Services and Other Operating Expenditures: $1,200

Students Served: English Learners, Foster Youth, Low Income, All Students

Scope of Service: LEA-wide

Locations: All Schools

Actions/Services: District will use a web-based notification system linked to the SIS to contact staff and parents when there is an upcoming event or emergency.

Source Budget Reference Amount: Supplemental 5000-5999: Services and Other Operating Expenditures $768

Students Served: English Learners, Foster Youth, Low Income

Scope of Service: LEA-wide

Locations: All Schools

Parent use of the district website and Aeries.com, the current school information system (SIS) has increased over the last two years. The web-based notification system is used throughtout the year to communicate with parents regarding school emergencies and school events.

LCAP Actions/Services Contributing to Meeting the Increased or Improved Services Requiremen

Schoolwide

Goal 1

District will use paraprofessionals to assist with instruction in the Learning Center, Kindergarten, First grade, combination class, Title 1 and Indian Ed. Programs

Students Served: English Learners, Foster Youth, Low Income, All students

Scope of Service: Schoolwide

Locations: All Schools

Source Budget Reference Amount:

Supplemental 2000-2999: Classified Personnel Salaries $55,625

Supplemental 3000-3999: Employee Benefits $21,025

Supplemental 2000-2999: Classified Personnel Salaries $47,533

Supplemental 3000-3999: Employee Benefits $17,967

Supplemental 2000-2999: Classified Personnel Salaries $36,142

Supplemental 3000-3999: Employee Benefits $13,661

Other 2000-2999: Classified Personnel Salaries $25,508

Other 3000-3999: Employee Benefits $9,642

Small group instruction by paraprofessionals allows the teacher to provide direct explicit instruction and supplemental assistance to students during and after school.

Goal 2

Actions/Services: Training for teaching staff with instructional strategies in Math and English Language Arts, the new ELA/ELD Framework and the Next Generation Science Standards (NGSS).

Students Served: English Learners, Foster Youth, Low Income, all students

Scope of Service: Schoolwide

Locations: All Schools

Source Budget Reference Amount:

Supplemental 1000-1999: Certificated Personnel Salaries $750

Supplemental 5000-5999: Services and Other Operating Expenditures $2000

Teachers will continue to receive training to implement the new curriculum as well as Next Generation Science Standards.

Actions/Services: District will add one day to the teacher work calendar for mandated state and federal trainings and the new Social Studies curriculum

Students Served: English Learners , Foster Youth, Low Income Scope, Low income, All students

Scope of Service: Schoolwide

Locations: All Schools

Source Budget Reference Amount:

Supplemental 1000-1999: Certificated Personnel Salaries $7,320

Supplemental 3000-3999: Employee Benefits $1,830

Teachers are required to receive state mandated trainings. Teachers will receive training in the newly adopted social studies curriculum.

Goal 3

Actions/Services: District will continue to purchase Accelerated Reader and STAR Reading licenses for Supplemental reading instruction. and add STAR Math and Accelerated Math licenses. STAR Math. Accelerated Math licenses will come with teacher training.

Students Served: English Learners, Foster Youth , Low Income, All students

Scope of Service: Schoolwide

Locations: All Schools

Source Budget Reference Amount : Supplemental 5000-5999: Services and Other Operating Expenditures $11,146.75

Supplemental curriculum is used for formative and summative assessments, response to intervention (i.e., remediation) as well as additional practice throughout the year.

Goal 4

Actions/Services: Continue to provide incentive for students for positive behavior

Students Served: English Learners , Foster Youth , Low Income, All students

Scope of Service: Schoolwide

Locations: All Schools

Source Budget Reference Amount: Supplemental 4000-4999: Books and Supplies $250

This action reinforces the strategies documented in Positive Behavioral Interventions and Supports. www.pbis.org

Actions/Services: A group of teachers will be trained on Trauma Informed Practices

Students Served: English Learners , Foster Youth, Low Income, All students

Scope of Service: Schoolwide

Locations: All Schools

Source Budget Reference Amount: Other 1000-1999: Certificated Personnel Salaries $500

Teachers will learn the impact of trauma on child development and how to effectively minimize its effects without causing additional trauma.

https://www.childwelfare.gov/topics/responding/trauma/

Goal 5

Actions/Services: The district's website will be maintained with up-to-date information and parent resources

Students Served: English Learners , Foster Youth, Low Income, All students

Scope of Service: Schoolwide

Locations: All Schools

Source Budget Reference Amount : Supplemental 5000-5999: Services and Other Operating Expenditures $1,200

District will use a web-based notification system linked to the SIS to contact staff and parents when there is an upcoming event or emergency.

Students Served: English Learners , Foster Youth, Low Income, All students

Scope of Service: Schoolwide

Locations: All Schools

Source Budget Reference Amount: Supplemental 5000-5999: Services And Other Operating Expenditures $768

Goal 6

Actions/Services: Retain a .50 FTE Computer Technician

Students Served: English Learners, Foster Youth, Low Income, All students

Scope of Service: Schoolwide

Locations: All Schools

Source Budget Reference Amount: Supplemental 2000-2999: Classified Personnel Salaries $33,564

Supplemental 3000-3999: Employee Benefits $12696

This is a basic service required to maintain the various technology used for instruction, testing and the administration of the district.

Actions/Services: Replace Chromebooks

Students Served: English Learners, Foster Youth, Low Income, All students

Scope of Service: Schoolwide

Locations: All Schools

Source Budget Reference Amount: Supplemental 4000-4999: Books and Supplies $5,284

Older Chromebooks will no longer be able to access the Smarter Balanced Test in 2018-19.

Goal 7

Actions/Services: District will contract with Tuolumne Arts Council for Arts Reach to Schools Program

Students Served: English Learners, Foster Youth, Low Income, Grades 4 & 5 , All students

Scope of Service: Schoolwide

Locations: All Schools

Source Budget Reference Amount: Supplemental 5800: Professional/Consulting Services and Operating Expenditures $1,500

Priority 1: Basic Services

All students has access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe properly maintained school facilities

Metrics: degree to which teachers of the school district are appropriately assigned and fully credentialed in the subject area, student access to standards-aligned instructional materials, facilities in good repair.

Contact Information: Leigh Shampain lshampain@sumel.org

Services/Actions

Comply with Education Codes, facilities, and instructional materials, etc....

Target: All Students

Evidence-Based Practice

Uniform Complain Procedures

Htpp://www.cde.ca.gov/re/cp/uc/

Williams Settlement

Htpp://www.cde.ca.gov/ta/ac/sa/williamsimpact.asp

Priority 2: Implementation of State Standards

All students, including English Language Learners, have access to school programs and services that are aligned with California's academic content and performance standards, including Common Core State Standards for English Language Arts and Mathematics, Next Generation Science Standards, and English Language Development Standards.

Metrics: May be measured by surveys, observations, lesson plans, courses of study, etc....

Contact Information: Leigh Shampain lshampain@sumel.org

Services/Actions

Implementation of academic content and performance standards adopted by the SBE, including English Language Learners

Provide professional development and support for implementation of Common Core Mathematics

Provide professional development and support for implementation of Common Core Reading/Language Arts

Evidence-Based Practice

Common Core Standards in Mathematics

http://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.pdf

Common Core Mathematics Framework

http://www.cde.ca.gov/ci/ma/cf/

Common Core Standards in Reading Language Arts

http://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf

Common Core ELA/ELD Framework

http://www.cde.ca.gov/ci/ma/cf/

Priority 3: Parental Involvement

School districts and school sites seek input from all parents and engage them as partners to decision makers

Metrics: Measured efforts to seek parent input in decision-making, promotion of parent participation programs for unduplicated pupils and special needs groups.

Contact Information: Leigh Shampain lshampain@sumel.org

Mitch Heldstab mheldstab@sumel.org

Services/Actions

Provide activities that promote parent input and parent participation in programs for economically disadvantaged pupils, ELLs, foster youth and individuals with exceptional needs.

Provide support for families of at-risk children.

(Target group: Identified at risk)

Evidence-Based Practice

Parent Institute of Quality Education (PQE) creates partnerships between parents, students and educators to further students' academic success http://piqe.org

Research based strategies that support parent involvement:

- Partnering with Families and Communities
- Student, Family and Community Partnerships: Preparing Educators and Improving Schools
- Successful Family Engagement in the Classroom: What teachers need to know and be able to do to engage families in raising student achievement

- Academic Parent-Teacher Teams: Reorganizing Parent-Teacher Conferences Around Data

Research based strategies to engage caregivers of foster youth:

- Stuart Foundation – Youth Family Community Engagement

Partners in Education A Dual Capacity-Building Framework for Family-School Partnerships

http://www2.ed.gov/documents/family-community/partners-education.pdf

CDE Family and Community

http://www.cde.ca.gov/qs/fc

A Toolkit for Title 1 Parental Involvement

http://www.sedl.org/connections/toolkit

California State PTA – Family Engagement

http://www.cpta.org

Priority 4: Pupil Achievement

School districts and school sites strive to improve outcomes for all students to ensure student success.

Metrics: performance on standardized tests (CAASPP, when scores are available), score on Academic Performance Index, share of English Language learner reclassification rate

Contact Information: Leigh Shampain lshampain@sumel.org

Mitch Heldstab mheldstab@sumel.org

Services/Actions

Support academic achievement for all students including English Language Learners.

Evidence-Based Practice

Research-based strategies for English Learners and Log-term English Learners

http://laurielsen.com/resources

ELD Standards, CDE http://www.cde.ca.gov/sp/el/er/eldstandards.asp

Understanding Language, Stanford University http://ell.stanford.edu

National Clearinghouse for English Language Acquisition

http://www.ncela.us

US Department of Education

http://www2.ed.gov/about/officies/list/ocr/ellresources.html

Foster Youth Support Services Resources

http://www.cfyetf.org/publications.html

http://www.cfpic.org/summit_pdfs/summit.htm

http://www.dref.org/programs/clearinghouse

Priority 5: Pupil Engagement

Provide students with programs, course work and opportunities, in and out of the classroom, that motivate them and keep them in school.

Metrics: As measured by multiple indicators including but not limited to school attendance rates, chronic absenteeism rate, and middle school dropout rate.

Contact Information: Leigh Shampain lshampain@sumel.org

Services/Actions

Increase coordination of services including working with county child welfare agency to share information responding to the needs of juvenile court system and ensuring transfer of health and education needs.

Provide health services coordinated at the school site

Evidence-Based Practice

Foster youth services AB490 County Liaison meetings

Sharing information with Tuolumne County Office of Education

Attention2Attendance (A2A) software and Tardy Letters to keep track of truancy and tardies and communicate with parents

CSBA Board Policy

Chronically absent and truancy school board policy

http://www.cde.ca.gov/HealthyYouth/cshp

Priority 6: School Climate (School Connectedness, Positive Behavior, Safe Environment)

School climate promotes success of all students. School climate means factors that impact student success. This includes student health, safety and discipline as well as how connected all students feel to their school.

Metrics: As measured by multiple indicators, including but not limited to, pupil suspension rates, and expulsion rates, other measures including surveys of pupils, teachers and parents on sense of safety and school connectedness.

Contact Information: Leigh Shampain lshampain@sumel.org

Mitch Heldstab mheldstab@sumel.org

Services/Actions

Positive Behavioral Interventions and Supports (PBIS) is a systems approach to establishing the social, cultural and behavioral supports needed for all children in a school to achieve both social and academic success.

Provide social and emotional support services to those identified most at risk, referred to targeted services (i.e., mental health, social/emotional support, etc....)

Collect and monitor social climate data from school community

Evidence-Based Practice

PBIS is not a packaged curriculum, but an approach that defines core elements that can be achieved through a variety of strategies.

Training for PBIS

Multiple discipline teams

http://www.pbis.org

Restorative Justice

http://www.restorativejustice.org

Aggressive Replacement Training (ART) is a ten-week curriculum and intensive support for anger management, social skills and moral reasoning

http://aggressionreplacementtraining.com

The California Healthy Kids Survey

The California School Climate Survey

The California School Parent Survey

Priority 7: Course Access

All students have the opportunity to access a broad course of study in required subject areas in English, mathematics, social science, science, visual and performing arts, health, physical education, career and technical education and others.

Metrics: Course enrollment records, master schedule, student/parent surveys

Contact Information: Leigh Shampain lshampain@sumel.org

Mitch Heldstab mheldstab@sumel.org

Evidence-Based Practice

California Department of Education Frameworks

http://www.cde.ca.gov/be/st/fr

- Career –Technical Education
- Health
- History-Social Science

- Science
- Mathematics
- Physical Education
- Reading and Language Arts
- Visual and Performing Arts

Priority 8: Pupil Achievement

Measure other student performance in some specific, required areas of study such as physical education, the arts, and career technical training

Metrics: Course enrollment records, master schedule, student/parent surveys

Contact Information: Leigh Shampain lshampain@sumel.org

Mitch Heldstab mheldstab@sumel.org

We have been providing these actions/services for the past three years and have seen an increase in student achievement utilizing these actions/services.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$267,899	9.42%

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).

All of the actions/services being funded in the LCAP are to be used schoolwide and districtwide because all students will benefit from services provided in this plan. Funds are used for staff development for the teaching staff, supplemental curriculum and software in math and language arts, technology support, personnel for remediation during and after school and support for the Positive Behavior Support Plan.

Out of the 405 students enrolled at CBEDS, there were 188 unduplicated pupils, which is 48% of the students. The funds are to be used schoolwide and districtwide because all students will benefit from services provided in this plan. Funds are used for staff development for the teaching staff, supplemental curriculum and software in math and language arts, technology support, personnel for remediation during and after school and support for the Positive Behavior Support Plan.

All students, including English Language Learners, have access to school programs and services that are aligned with California's academic content and performance standards, including Common Core State Standards for English Language Arts and Mathematics, Next Generation Science Standards, and English Language Development Standards.

The school district provides activities that promote parent input and parent participation in programs for economically disadvantaged pupils, ELLs, foster youth and individuals with exceptional needs.

The school district supports academic achievement for all students including English Language Learners.

Priority 1: Basic Services

All students has access to teachers who are fully credentialed in their subject areas, instructional materials aligned with state standards, and safe properly maintained school facilities

Metrics: degree to which teachers of the school district are appropriately assigned and fully credentialed in the subject area, student access to standards-aligned instructional materials, facilities in good repair.

Contact Information: Leigh Shampain lshampain@sumel.org

Services/Actions

Comply with Education Codes, facilities, and instructional materials, etc....

Target: All Students

Evidence-Based Practice

Uniform Complain Procedures

Htpp://www.cde.ca.gov/re/cp/uc/

Williams Settlement

Htpp://www.cde.ca.gov/ta/ac/sa/williamsimpact.asp

Priority 2: Implementation of State Standards

All students, including English Language Learners, have access to school programs and services that are aligned with California's academic content and performance standards, including Common Core State Standards for English Language Arts and Mathematics, Next Generation Science Standards, and English Language Development Standards.

Metrics: May be measured by surveys, observations, lesson plans, courses of study, etc....

Contact Information: Leigh Shampain lshampain@sumel.org

Services/Actions

Implementation of academic content and performance standards adopted by the SBE, including English Language Learners

Provide professional development and support for implementation of Common Core Mathematics

Provide professional development and support for implementation of Common Core Reading/Language Arts

Evidence-Based Practice

Common Core Standards in Mathematics

http://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.pdf

Common Core Mathematics Framework

http://www.cde.ca.gov/ci/ma/cf/

Common Core Standards in Reading Language Arts

http://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf

Common Core ELA/ELD Framework

http://www.cde.ca.gov/ci/ma/cf/

Priority 3: Parental Involvement

School districts and school sites seek input from all parents and engage them as partners to decision makers

Metrics: Measured efforts to seek parent input in decision-making, promotion of parent participation programs for unduplicated pupils and special needs groups.

Contact Information: Leigh Shampain lshampain@sumel.org

Mitch Heldstab mheldstab@sumel.org

Services/Actions

Provide activities that promote parent input and parent participation in programs for economically disadvantaged pupils, ELLs, foster youth and individuals with exceptional needs.

Provide support for families of at-risk children.

(Target group: Identified at risk)

Evidence-Based Practice

Parent Institute of Quality Education (PQE) creates partnerships between parents, students and educators to further students' academic success http://piqe.org

Research based strategies that support parent involvement:

- Partnering with Families and Communities
- Student, Family and Community Partnerships: Preparing Educators and Improving Schools
- Successful Family Engagement in the Classroom: What teachers need to know and be able to do to engage families in raising student achievement
- Academic Parent-Teacher Teams: Reorganizing Parent-Teacher Conferences Around Data

Research based strategies to engage caregivers of foster youth:

- Stuart Foundation – Youth Family Community Engagement

Partners in Education A Dual Capacity-Building Framework for Family-School Partnerships

http://www2.ed.gov/documents/family-community/partners-education.pdf

CDE Family and Community

http://www.cde.ca.gov/qs/fc

A Toolkit for Title 1 Parental Involvement

http://www.sedl.org/connections/toolkit

California State PTA – Family Engagement

http://www.cpta.org

Priority 4: Pupil Achievement

School districts and school sites strive to improve outcomes for all students to ensure student success.

Metrics: performance on standardized tests (CAASPP, when scores are available), score on Academic Performance Index, share of English Language learner reclassification rate

Contact Information: Leigh Shampain lshampain@sumel.org

Mitch Heldstab mheldstab@sumel.org

Services/Actions

Support academic achievement for all students including English Language Learners.

Evidence-Based Practice

Research-based strategies for English Learners and Log-term English Learners

http://laurielsen.com/resources

ELD Standards, CDE http://www.cde.ca.gov/sp/el/er/eldstandards.asp

Understanding Language, Stanford University http://ell.stanford.edu

National Clearinghouse for English Language Acquisition

http://www.ncela.us

US Department of Education

http://www2.ed.gov/about/officies/list/ocr/ellresources.html

Foster Youth Support Services Resources

http://www.cfyetf.org/publications.html

http://www.cfpic.org/summit_pdfs/summit.htm

http://www.dref.org/programs/clearinghouse

Priority 5: Pupil Engagement

Provide students with programs, course work and opportunities, in and out of the classroom, that motivate them and keep them in school.

Metrics: As measured by multiple indicators including but not limited to school attendance rates, chronic absenteeism rate, and middle school dropout rate.

Contact Information: Leigh Shampain lshampain@sumel.org

Services/Actions

Increase coordination of services including working with county child welfare agency to share information responding to the needs of juvenile court system and ensuring transfer of health and education needs.

Provide health services coordinated at the school site

Evidence-Based Practice

Foster youth services AB490 County Liaison meetings

Sharing information with Tuolumne County Office of Education

Attention2Attendance (A2A) software and Tardy Letters to keep track of truancy and tardies and communicate with parents

CSBA Board Policy

Chronically absent and truancy school board policy

http://www.cde.ca.gov/HealthyYouth/cshp

Priority 6: School Climate (School Connectedness, Positive Behavior, Safe Environment)

School climate promotes success of all students. School climate means factors that impact student success. This includes student health, safety and discipline as well as how connected all students feel to their school.

Metrics: As measured by multiple indicators, including but not limited to, pupil suspension rates, and expulsion rates, other measures including surveys of pupils, teachers and parents on sense of safety and school connectedness.

Contact Information: Leigh Shampain lshampain@sumel.org

Mitch Heldstab mheldstab@sumel.org

Services/Actions

Positive Behavioral Interventions and Supports (PBIS) is a systems approach to establishing the social, cultural and behavioral supports needed for all children in a school to achieve both social and academic success.

Provide social and emotional support services to those identified most at risk, referred to targeted services (i.e., mental health, social/emotional support, etc.…)

Collect and monitor social climate data from school community

Evidence-Based Practice

PBIS is not a packaged curriculum, but an approach that defines core elements that can be achieved through a variety of strategies.

Training for PBIS

Multiple discipline teams

http://www.pbis.org

Restorative Justice

http://www.restorativejustice.org

Aggressive Replacement Training (ART) is a ten-week curriculum and intensive support for anger management, social skills and moral reasoning

http://aggressionreplacementtraining.com

The California Healthy Kids Survey

The California School Climate Survey

The California School Parent Survey

Priority 7: Course Access

All students have the opportunity to access a broad course of study in required subject areas in English, mathematics, social science, science, visual and performing arts, health, physical education, career and technical education and others.

Metrics: Course enrollment records, master schedule, student/parent surveys

Contact Information: Leigh Shampain lshampain@sumel.org

Mitch Heldstab mheldstab@sumel.org

Evidence-Based Practice

California Department of Education Frameworks

http://www.cde.ca.gov/be/st/fr

- Career –Technical Education
- Health
- History-Social Science
- Science
- Mathematics
- Physical Education
- Reading and Language Arts
- Visual and Performing Arts

Priority 8: Pupil Achievement

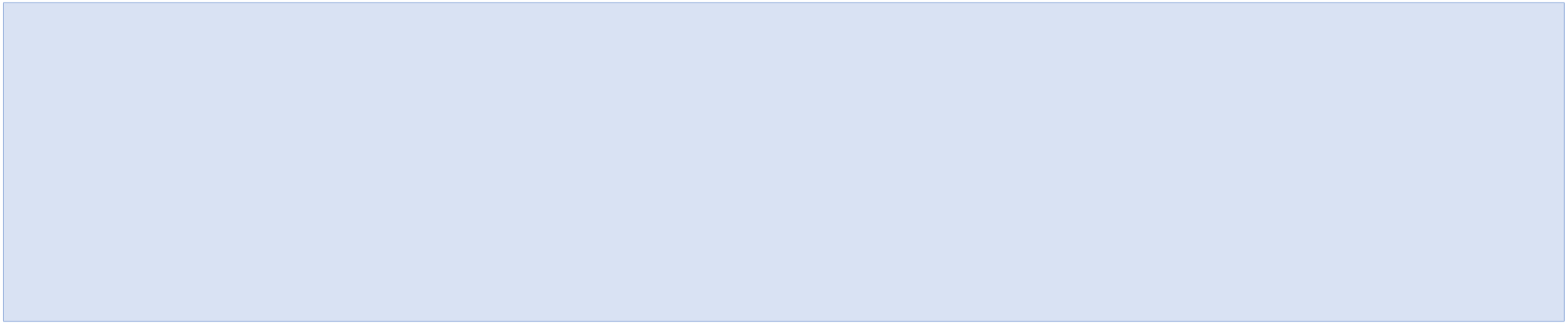
Measure other student performance in some specific, required areas of study such as physical education, the arts, and career technical training

Metrics: Course enrollment records, master schedule, student/parent surveys

Contact Information: Leigh Shampain lshampain@sumel.org

Mitch Heldstab mheldstab@sumel.org

We have been providing these actions/services for the past three years and have seen an increase in student achievement utilizing these actions/services.



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 Spans”. 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 Spans”. 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. S 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

Total Expenditures by Funding Source						
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Funding Sources	332,946.00	333,438.00	330,560.00	332,946.00	343,328.00	1,006,834.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	3,010.00	0.00	10,000.00	3,010.00	3,010.00	16,020.00
LCFF Base	0.00	3,240.00	0.00	0.00	0.00	0.00
LCFF Supplemental and Concentration	0.00	284,348.00	0.00	0.00	0.00	0.00
Other	45,650.00	45,850.00	52,661.00	45,650.00	45,150.00	143,461.00
Supplemental	284,286.00	0.00	267,899.00	284,286.00	295,168.00	847,353.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	332,946.00	333,438.00	330,560.00	332,946.00	343,328.00	1,006,834.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	29,643.00	28,147.00	34,292.00	29,643.00	18,783.00	82,718.00
2000-2999: Classified Personnel Salaries	198,372.00	200,146.00	262,652.00	198,372.00	213,494.00	674,518.00
3000-3999: Employee Benefits	82,093.00	83,196.00	0.00	82,093.00	87,256.00	169,349.00
4000-4999: Books And Supplies	6,224.00	6,224.00	1,666.00	6,224.00	250.00	8,140.00
5000-5999: Services And Other Operating Expenditures	15,114.00	15,725.00	24,450.00	15,114.00	22,045.00	61,609.00
5700-5799: Transfers Of Direct Costs	0.00	0.00	3,000.00	0.00	0.00	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	1,500.00	0.00	4,500.00	1,500.00	1,500.00	7,500.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	All Funding Sources	332,946.00	333,438.00	330,560.00	332,946.00	343,328.00	1,006,834.00
		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	2,550.00	0.00	10,000.00	2,550.00	2,550.00	15,100.00
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	2,700.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	17,447.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Other	8,500.00	8,000.00	14,520.00	8,500.00	8,000.00	31,020.00
1000-1999: Certificated Personnel Salaries	Supplemental	18,593.00	0.00	9,772.00	18,593.00	8,233.00	36,598.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	173,938.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Other	25,508.00	26,208.00	33,475.00	25,508.00	25,508.00	84,491.00
2000-2999: Classified Personnel Salaries	Supplemental	172,864.00	0.00	229,177.00	172,864.00	187,986.00	590,027.00
3000-3999: Employee Benefits	Base	460.00	0.00	0.00	460.00	460.00	920.00
3000-3999: Employee Benefits	LCFF Base	0.00	540.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	0.00	71,014.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Other	11,642.00	11,642.00	0.00	11,642.00	11,642.00	23,284.00
3000-3999: Employee Benefits	Supplemental	69,991.00	0.00	0.00	69,991.00	75,154.00	145,145.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	6,224.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Other	0.00	0.00	1,666.00	0.00	0.00	1,666.00
4000-4999: Books And Supplies	Supplemental	6,224.00	0.00	0.00	6,224.00	250.00	6,474.00

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	15,725.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	15,114.00	0.00	24,450.00	15,114.00	22,045.00	61,609.00
5700-5799: Transfers Of Direct Costs	Supplemental	0.00	0.00	3,000.00	0.00	0.00	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	0.00	3,000.00	0.00	0.00	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	1,500.00	0.00	1,500.00	1,500.00	1,500.00	4,500.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
Goal 1	250,438.00	251,426.00	242,172.00	250,438.00	257,773.00	750,383.00
Goal 2	11,900.00	10,008.00	11,772.00	11,900.00	12,250.00	35,922.00
Goal 3	11,146.00	11,147.00	20,050.00	11,146.00	18,075.00	49,271.00
Goal 4	3,760.00	3,490.00	2,666.00	3,760.00	3,260.00	9,686.00
Goal 5	1,968.00	1,928.00	2,400.00	1,968.00	1,970.00	6,338.00
Goal 6	52,234.00	54,689.00	44,000.00	52,234.00	48,500.00	144,734.00
Goal 7	1,500.00	750.00	7,500.00	1,500.00	1,500.00	10,500.00

* Totals based on expenditure amounts in goal and annual update sections.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
394	**49.0%**	**0.3%**	**0.5%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	1	0.3%
Foster Youth	2	0.5%
Homeless	25	6.3%
Socioeconomically Disadvantaged	193	49.0%
Students with Disabilities	59	15.0%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.3%
American Indian	36	9.1%
Hispanic	71	18.0%
Two or More Races	34	8.6%
White	250	63.5%

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Yellow	**Suspension Rate** Blue
Mathematics Orange		
English Learner Progress No Performance Color		

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	1	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	No Performance Color	No Performance Color
17 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Increased 5.7 points	1 students	
236 students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
31.9 points below standard	32.9 points below standard	91 points below standard
Increased 43.1 points	Maintained -1.4 points	Increased 31.3 points
13 students	116 students	39 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	29.1 points below standard	0 Students	0 Students
1 students	Increased 6.7 points		
	23 students		
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Yellow
31 points below standard	0.9 points above standard	0 Students	13.5 points below standard
Declined -4 points	Declined -6.8 points		Increased 10 points
43 students	19 students		150 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
0 Students	Less than 11 Students - Data Not Displayed for Privacy	17.3 points below standard
	1 students	Increased 6.3 points
		233 students

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	No Performance Color	No Performance Color
38 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Declined -7 points	1 students	
238 students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
41.1 points below standard	57.2 points below standard	119.5 points below standard
Increased	Declined -9.3 points	Maintained 1.6 points
15 students	118 students	40 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	61.8 points below standard	0 Students	0 Students
1 students	Declined -26.3 points		
	24 students		
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
51.7 points below standard	10.6 points below standard	0 Students	32.9 points below standard
Maintained -1.1 points	Maintained -1.5 points		Declined -5.5 points
44 students	19 students		150 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
0 Students	Less than 11 Students - Data Not Displayed for Privacy	38.5 points below standard
	1 students	Declined -6.9 points
		235 students

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
2	1	4	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	No Performance Color	No Performance Color
14% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined 5.8%	1 students	3 students
408 students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Red	Yellow	Yellow
28.1% chronically absent	18% chronically absent	18.8% chronically absent
Increased 3.8%	Declined 6.4%	Declined 8.4%
32 students	211 students	64 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	Red	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	27.8% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
1 students	Increased 7.3%	0 students	0 students
	36 students		
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Orange	No Performance Color	Yellow
16.9% chronically absent	13.9% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	11.4% chronically absent
Declined 16.8%	Increased 6.2%	0 students	Declined 6.2%
71 students	36 students		264 students

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	2	4

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	No Performance Color	No Performance Color
0.7% suspended at least once	Less than 11 Students - Data Not	Less than 11 Students - Data Not
Declined -6.3%	1 students	4 students
417 students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Blue	Green	Yellow
0% suspended at least once	1.4% suspended at least once	3.1% suspended at least once
Declined -5.3%	Declined -9.5%	Declined -3.8%
35 students	220 students	64 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color Less than 11 Students - Data 1 students	 Blue 0% suspended at least once Declined -5% 36 students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Blue 0% suspended at least once Declined -7.1% 74 students	 Blue 0% suspended at least once Declined -12.8% 36 students	 No Performance Color 0 Students	 Green 1.1% suspended at least once Declined -5.1% 270 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
5.3% suspended at least once	7.1% suspended at least once	0.7% suspended at least once