

# 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)

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

LEA Name

Summerville Elementary School  
District

Contact Name and Title

Leigh Shampain  
Superintendent

Email and Phone

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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 2016-17, the Title 1 program employed one full-time teacher and one part-time paraprofessional. The staff also includes: two full-time and three 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 16/17 was 20.3% and the attendance rate was 94%. 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 than 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 mandated state and federal trainings.

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 a School License of Front Row for Supplemental math instruction. License includes ongoing professional development.

District will continue to purchase SuccessMaker web access for Supplemental math and language arts instruction.

District will continue to purchase STAR Reading, STAR Early Literacy and add Accelerated 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 LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## **Greatest Progress**

The California Accountability Model and School Dashboard indicates that the students did not perform as well as in 2016-17 compared to previous years. Scores are anticipated to increase due to the implementation of new English Language Arts curriculum (TK-8th Grade), the use of benchmark testing to guide targeted assistance. and Differentiated Assistance from the Tuolumne County Superintendent of Schools.

# Equity Report

## Summerville Elementary - Tuolumne County

Enrollment: 402

Socioeconomically Disadvantaged: 46.8%

English Learners: 0%

Foster Youth: 0%




Dashboard Release:

Fall 2017

Grade Span: K-8

Charter School: No

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism <a href="#">↗</a>	N/A	N/A	N/A
Suspension Rate (K-12)		7	7
English Learner Progress (1-12)		N/A	N/A
English Language Arts (3-8)		4	4
Mathematics (3-8)		4	4

### Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

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

### Greatest Needs

The state indicators or local performance indicators showed overall performance as "Orange" or "Low" performance category. in Math and ELA 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.





# Equity Report

## Summerville Elementary - Tuolumne County


Enrollment: 402   Socioeconomically Disadvantaged: 46.8%   English Learners: 0%   Foster Youth: 0%   Dashboard Release: Fall 2017

Grade Span: K-8   Charter School: No

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		7	7
English Learner Progress (1-12)		N/A	N/A
English Language Arts (3-8)		4	4
Mathematics (3-8)		4	4

### Performance Levels:

 Red (Lowest Performance)    Orange    Yellow    Green    Blue (Highest Performance)

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

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

## Performance Gaps

The Suspension performance Indicator shows the status of the Socioeconomically Disadvantaged and Students with Disabilities student groups in the "Red" performance category, which is considered "Very High" status level. The district will continue to use Positive Behavior Intervention Strategies to bring down all disciplinary referrals as well as monitor the number of suspensions by student groups to see if there is a pattern.

The Mathematics and ELA Indicator shows that the Students with Disabilities status level is "Red" performance category, which indicates a "Very High" status level. The indicators also show the district in "Orange" performance category, which indicates a "High" status level for Math and ELA. The district will research and purchase supplemental curriculum to meet the needs of these students. 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.

# Student Group Report

## Summerville Elementary - Tuolumne County

List of all schools in this district

Enrollment: 402    Socioeconomically Disadvantaged: 46.8%    English Learners: 0%    Foster Youth: 0%

Grade Span: K-8    Charter School: No

Dashboard Release:

Fall 2017

Equity Report

Status and Change Report

Detailed Report

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	African American	American Indian
<a href="#">Chronic Absenteeism</a>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<a href="#">Suspension Rate (K-12)</a>		*	*				*	
<a href="#">English Learner Progress (1-12)</a>	*	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<a href="#">English Language Arts (3-8)</a>		*	*	*			*	*
<a href="#">Mathematics (3-8)</a>		*	*	*			*	*

### Performance Levels:

Red (Lowest Performance)   Orange   Yellow   Green   Blue (Highest Performance)

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

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

## Increased or Improved services

Summerville Elementary School District offers after school remediation to students in grades 1-5 who are not meeting standards. The district also provides paraprofessionals to work with students in both Learning Centers, Kindergarten, First grade, combination classrooms, Title 1 and Indian Education Programs. The school is also focusing on using formative and summative testing data to guide instruction and supplemental services.

## Budget Summary

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

### DESCRIPTION

Total General Fund Budget Expenditures For LCAP Year

### AMOUNT

\$4,011,768

Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year

\$332,946.00

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

Most Special Education, General Education teacher salaries, and classified salaries are not included in the LCAP but are essential in providing services to students to improve learning.

**DESCRIPTION****AMOUNT**

Total Projected LCFF Revenues for LCAP Year

\$3,341,745

# Annual Update

## LCAP Year Reviewed: 2017-18

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

### Goal 1

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

#### Metric/Indicator

Students performance on benchmark tests in Math and English Language Arts will improve by at least 5% over the previous year

#### 17-18

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.

#### Baseline

2016 Smarter Balanced Test Results

Grade 3 ELA = 48% Math = 49%

Grade 4 ELA = 41% Math = 31%

Grade 5 ELA = 35% Math = 24%

Grade 6 ELA = 42% Math = 33%

Grade 7 ELA = 64% Math = 41%

Grade 8 ELA = 60% Math = 49%

Actual

Smarter Balanced testing data showed a decrease in number of students who achieved a level 3 or higher over the previous year in both Math and ELA.

### 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 1-6 for 60 minutes Monday - Thursday	District continued to offer after school remediation to students in grades 1-4 and 6 for 60 minutes Monday - Thursday	1.25 hrs/day @ hourly pay of teacher includes benefits 1000-1999: Certificated Personnel Salaries Base \$10,000	1.25 hrs/day @ hourly pay of teacher includes benefits 1000-1999: Certificated Personnel Salaries Base \$10,000
		1.25 hrs/day @ hourly pay of teacher includes benefits 1000-1999: Certificated Personnel Salaries Other \$13,520	1.25 hrs/day @ hourly pay of teacher includes benefits 1000-1999: Certificated Personnel Salaries Other \$13,520

## 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 classrooms, Title 1 and Indian Ed. Programs	District used paraprofessionals to assist with instruction in the Learning Center, Kindergarten, First grade, combination classrooms, Title 1 and Indian Ed. Programs	Classified Salary Schedule - Paraprofessionals (Learning Center-3 employees) includes benefits 2000-2999: Classified Personnel Salaries Supplemental \$76,242	Classified Salary Schedule - Paraprofessionals (Learning Center-3 employees) includes benefits 2000-2999: Classified Personnel Salaries Supplemental \$76,242
		Classified Salary Schedule - Paraprofessionals (Learning Center -2 employees), which includes benefits 2000-2999: Classified Personnel Salaries Supplemental \$62,375	Classified Salary Schedule - Paraprofessionals (Learning Center -2 employees), which includes benefits 2000-2999: Classified Personnel Salaries Supplemental \$62,375
		Classified Salary Schedule - Paraprofessionals (Reg. Ed. - 2 employees), which includes benefits 2000-2999: Classified Personnel Salaries Supplemental \$46,560	Classified Salary Schedule - Paraprofessionals (Reg. Ed. - 2 employees), which includes benefits 2000-2999: Classified Personnel Salaries Supplemental \$46,560

Classified Salary Schedule - Title 1/Indian Ed. Paraprofessional, which includes benefits 2000-2999: Classified Personnel Salaries Other \$33,475

Classified Salary Schedule - Title 1/Indian Ed. Paraprofessional, which includes benefits 2000-2999: Classified Personnel Salaries Other \$33,475

# 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 supplemental services for students during and after school were implemented.

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

Although the number of students that achieved Level 3 or higher on the Smarter Balanced Test decreased local assessments in both ELA and Math demonstrated growth in student achievement from September to May.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material difference between budget expenditures and estimated actual expenses.

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 for 2018-19.

# Annual Update

LCAP Year Reviewed: **2017-18**

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

## Goal 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
<p><b>Metric/Indicator</b> Registrations in staff development activities, purchase orders, course approval forms</p> <p><b>17-18</b> 85% of teachers have received training on the Common Core Standards</p> <p><b>Baseline</b> 80% of teachers have received training on the common core standards.</p>	<p>85% of teachers have received training on the Common Core Standards</p>

## 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
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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).

Teachers attending NGSS training as well as training for new ELA program. Teachers used release time to work on benchmark testing associated with new ELA curriculum.

\$1000 for substitutes includes benefits 1000-1999: Certificated Personnel Salaries Supplemental \$1000

Workshop registration and fees 5000-5999: Services And Other Operating Expenditures Supplemental \$2000

\$1000 for substitutes includes benefits 1000-1999: Certificated Personnel Salaries Supplemental \$1000

Workshop registration and fees 5000-5999: Services And Other Operating Expenditures Supplemental \$2000

## Action 2

### Planned Actions/Services

District will add one day to the teacher work calendar for mandated state and federal trainings

### Actual Actions/Services

District added one day to the teacher work calendar for mandated state and federal trainings

### Budgeted Expenditures

Approx. \$300/teacher/day includes benefits 1000-1999: Certificated Personnel Salaries Supplemental \$8,772

### Estimated Actual Expenditures

Approx. \$300/teacher/day includes benefits 1000-1999: Certificated Personnel Salaries Supplemental \$8,772

## 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 actions were implemented for this goal.

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

This goal did not result in increased achievement on the Smarter Balanced test.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None to note

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.

Teachers will receive training from the publisher(s) of the new social studies adoption.

# Annual Update

LCAP Year Reviewed: **2017-18**

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

## Goal 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
<p><b>Metric/Indicator</b> Purchase orders</p> <p><b>17-18</b> Continue to purchase digital curriculum to supplement the core curriculum.</p> <p><b>Baseline</b> Currently have 32 district licenses for SuccessMaker School version of Front Row ELA and Math</p>	<p>Purchased digital curriculum to supplement the core curriculum.</p>

## 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 purchase a School License of Front Row for Supplemental Math and ELA instruction. License includes ongoing professional development.

District purchased School License of Front Row for Supplemental Math and ELA instruction. License includes ongoing professional development. Teacher feedback and data on student usage indicates that the program is not widely used and the district will not renew the licenses.

\$5700/year for software licenses 5000-5999: Services And Other Operating Expenditures Supplemental \$5,700

Software licenses 5000-5999: Services And Other Operating Expenditures Supplemental \$1,400

## Action 2

### Planned Actions/Services

District will continue to purchase SuccessMaker web access for Supplemental math and language arts instruction.

### Actual Actions/Services

District continued to purchase SuccessMaker web access for Supplemental math and language arts instruction.

### Budgeted Expenditures

\$7,950 for web access and maintenance contract 5000-5999: Services And Other Operating Expenditures Supplemental \$7,950

### Estimated Actual Expenditures

Web access and maintenance contract 5000-5999: Services And Other Operating Expenditures Supplemental \$5,550

## Action 3

### Planned Actions/Services

District will purchase Accelerated Reader and STAR Reading licenses for Supplemental reading instruction.

### Actual Actions/Services

District purchased Accelerated Reader, STAR Reading and STAR Early Literacy licenses for Supplemental reading instruction.

### Budgeted Expenditures

Yearly license for Accelerated Reading and STAR Reading 5000-5999: Services And Other Operating Expenditures Supplemental \$6400

### Estimated Actual Expenditures

Yearly license for Accelerated Reading, STAR Early Literacy and STAR Reading 5000-5999: Services And Other Operating Expenditures Supplemental \$6,400

## 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 software licenses were purchased and distributed for student use. Teacher feedback and data on student usage indicates that Front Row Math and ELA is not widely used and the district will not renew the program in 2018-19.

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

Teachers utilized the assessment data to monitor student performance and provide supplemental instruction (Level 1 & 2 RTI). MTSS/RTI Committee worked with the teachers to create a timeline for assessments in order to use data to guide instruction and remediation.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Cost of licenses for Front Row was reduced due to the number of student licenses needed.

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.

District will purchase STAR Math and Accelerated Math in order to assess 2-8th grade students in math and provide supplemental practice. Grades 5-8th will have free access to Get More Math in 2018-19 through a grant from Front Porch.



# Annual Update

LCAP Year Reviewed: **2017-18**

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

## Goal 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
<p><b>Metric/Indicator</b> Number of behavior citations, suspensions and expulsions reported from PowerSchool.</p> <p><b>17-18</b> Behavioral citations and suspensions will be reduced by at least 10% from the previous year.</p> <p><b>Baseline</b> 2016-17 Discipline Citations = 178 2016-17 Suspension = 37 2016-17 Expulsions =0</p>	<p>The number of behavior citations increased by 37% to 244. The number of suspensions decreased from 37 in 2016-17 to 4 in 2017-18. There were zero expulsions in 2017-18.</p>

## 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	Continued to provide incentives for students for positive behavior	\$1666 for incentive prizes 4000-4999: Books And Supplies Other \$1666	\$1666 for incentive prizes 4000-4999: Books And Supplies Other \$1,666

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A group of teachers will be trained on Trauma Informed Practices	This action did not occur	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 \$1,000	0

## 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.

Rewards were used throughout the year to reinforce positive behavior. A group of teachers did not receive additional training in Trauma Informed Practices.

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

The number of behavior citations increased by 37% to 244. The number of suspensions decreased from 37 in 2016-17 to 4 in 2017-18. There were zero expulsions in 2017-18.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Difference due to not having any teachers trained in Trauma Informed Practices

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.

District will continue to include the action to have a group of teachers trained on Trauma Informed Practices

# Annual Update

## LCAP Year Reviewed: 2017-18

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

### Goal 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
<p><b>Metric/Indicator</b> 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</p> <p><b>17-18</b> There will be a 10% increase from the baseline year on the number of parents accessing Powerschool on a daily basis.</p> <p><b>Baseline</b> Six (6) parents access PowerSchool to view students information on a daily basis. 17.9% of parents receive progress reports via email</p>	<p>There was a 290% increase from the baseline year on the number of parents accessing Powerschool on a daily basis. The increase was due to the number of parents accessing PowerSchool through a mobile app. There 13% increase in the number of parents who receive progress reports via email.</p>

### 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	The district's website maintained with up-to-date information and parent resources	\$1200 Yearly cost of web hosting through eChalk 5000-5999: Services And Other Operating Expenditures Supplemental \$1200	\$1200 Yearly cost of web hosting through eChalk 5000-5999: Services And Other Operating Expenditures Supplemental \$1,200

## 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.	District used a web-based notification system linked to the SIS to contact staff and parents when there is an upcoming event or emergency.	Yearly license to School Messenger 5000-5999: Services And Other Operating Expenditures Supplemental \$1,200	Yearly license to School Messenger 5000-5999: Services And Other Operating Expenditures Supplemental \$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.

Parents and the public were kept informed on school activities. Parents accessed PowerSchool to view students grades and attendance.

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

Increase in daily use of PowerSchool by parents creates better communication between the teacher and parent. School Messenger kept the parents informed regarding school closures and special events.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

SchoolMessenger was less than what was budgeted due to a change in pricing. No other 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.

Will adjust the cost of SchoolMessenger for 2018-19

# Annual Update

LCAP Year Reviewed: **2017-18**

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

## Goal 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

### 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.

### 17-18

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, 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.

Actual

100% of the staff and students have access to either iMacs, MacBooks, Chromebooks and iPads on a daily basis. K-3 classrooms received an additional 3-4 iPads for student use. Two teachers have a 65" Smartboard Panel and one teacher has a Smartboard in their room.

## 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	Retained a .50 FTE Computer Technician	.50 FTE of a Computer Technician salary schedule, which includes benefits 2000-2999: Classified Personnel Salaries Supplemental \$44,000	.50 FTE of a Computer Technician salary schedule, which includes benefits 2000-2999: Classified Personnel Salaries Supplemental \$44,000

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 did not participate in Bright Bytes so no follow-up data was collected on teachers confidence with technology. Tech Specialist worked with those teachers who needed extra help with the implementation of technology.

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

Teachers and students are using the available technology on a daily basis. In many classrooms it is integrated into the daily instruction.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no 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 in this goal for 2018-19. The district will continue to repair and replace technology.



# Annual Update

LCAP Year Reviewed: **2017-18**

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

## Goal 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
<p><b>Metric/Indicator</b> 100% of the students have access to field trips and performing arts activities</p> <p><b>17-18</b> 100% of students will have access to curriculum enriching field trips and visual and performing arts activities</p> <p><b>Baseline</b> 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.</p>	<p>100% of students had access to curriculum enriching field trips and visual and performing arts activities</p>

## 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 partner with the PTSA to participate in the Tuolumne County Artist in Residence Program	District partnered with the PTSA to participate in the Tuolumne County Artist in Residence Program. Artist worked with 4th and 5th grade students.	1/2 cost of Artist in Residence Program (District's portion) 5700-5799: Transfers Of Direct Costs Supplemental \$3,000	1/2 cost of Artist in Residence Program (District's portion) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,000
		1/2 cost of Artist in Residence Program (PTSA portion) 5800: Professional/Consulting Services And Operating Expenditures Other \$3,000	1/2 cost of Artist in Residence Program (PTSA portion) 5800: Professional/Consulting Services And Operating Expenditures Other \$3,000

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
District will contract with Tuolumne Arts Council for Arts Reach to Schools Program	District contracted with Tuolumne Arts Council for Arts Reach to Schools Program	Arts Reach to Schools Contract 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1,500	Arts Reach to Schools Contract 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1,500

## 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.

4th Grade participated in the Artist in Residence Program. Other grade levels participated in the Arts Reach to Schools program

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

Students in most of the grade levels achieved the articulated goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences

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.

District will not participate in the Artist in Residence program in 2018-19. District will participate in the Arts Reach to Schools Program.

# Stakeholder Engagement

LCAP Year: **2018-19**

## Involvement Process for LCAP and Annual Update

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

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

## 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.



# 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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

District will continue to offer after school remediation to students in grades 1-6 for 60 minutes Monday - Thursday

2018-19 Actions/Services

District will continue to offer after school remediation to students in grades 1-7 for 60 minutes Monday - Thursday

2019-20 Actions/Services

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)

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

Unchanged Action

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

Modified Action

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

Modified Action

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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)

Unchanged 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)

[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

Unchanged Action

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

Modified Action

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

Modified Action

**2017-18 Actions/Services**

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).

**2018-19 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).

**2019-20 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).

**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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

District will add one day to the teacher work calendar for mandated state and federal trainings

2018-19 Actions/Services

District will add one day to the teacher work calendar for the new Social Studies (6-8) and math (k-5) curriculum

2019-20 Actions/Services

District will add one day to the teacher work calendar for the new science and 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)

[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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

District will purchase a School License of Front Row for Supplemental Math and ELA instruction. License includes ongoing professional development.

2018-19 Actions/Services

2019-20 Actions/Services

## 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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

District will continue to purchase SuccessMaker web access for Supplemental math and language arts instruction.

2018-19 Actions/Services

2019-20 Actions/Services

## 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

New Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

District will purchase Accelerated Reader and STAR Reading licenses for Supplemental reading instruction.

2018-19 Actions/Services

District will continue to purchase Accelerated Reader and STAR Reading licenses for Supplemental reading

2019-20 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 and Accelerated Math licenses will come with teacher training.

instruction. as well as STAR Math and Accelerated Math licenses.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6400	\$11146	\$11146
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, Sar Math and Accelerated Math.

# 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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Continue to provide incentive for students for positive behavior

2018-19 Actions/Services

Continue to provide incentive for students for positive behavior

2019-20 Actions/Services

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)

[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

New Action

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

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

2017-18 Actions/Services

A group of teachers will be trained on Trauma Informed Practices

2018-19 Actions/Services

A group of teachers will be trained on Trauma Informed Practices

2019-20 Actions/Services

**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]
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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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

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.

2018-19 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.

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.

**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

Unchanged Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

Retain a .50 FTE Computer Technician

2018-19 Actions/Services

Retain a .50 FTE Computer Technician

2019-20 Actions/Services

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
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## 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)

Modified 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 field trips and performing 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)

[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: Grades 4 & 5

## Actions/Services

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

New Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

District will partner with the PTSA to participate in the Tuolumne County Artist in Residence Program

2018-19 Actions/Services

2019-20 Actions/Services

## 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: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$284,286

Percentage to Increase or Improve Services

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



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).

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](http://www.pbis.org)

Goal 5

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).

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 throughout the year to communicate with parents regarding school emergencies and school events.

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).

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

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

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

Supplemental 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

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).

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.

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).

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](http://www.pbis.org)

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).

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

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).

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



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).

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

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).

#### 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 [Ishampain@sumel.org](mailto:Ishampain@sumel.org)

#### Services/Actions

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

Target: All Students

Evidence-Based Practice

Uniform Complain Procedures

[Http://www.cde.ca.gov/re/cp/uc/](http://www.cde.ca.gov/re/cp/uc/)

Williams Settlement

[Http://www.cde.ca.gov/ta/ac/sa/williamsimpact.asp](http://www.cde.ca.gov/ta/ac/sa/williamsimpact.asp)

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).

## 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 [Ishampain@sumel.org](mailto:Ishampain@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

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).

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

Common Core Standards in Reading Language Arts

<http://www.cde.ca.gov/be/st/ss/documents/finaelacssstandards.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](mailto:lshampain@sumel.org)

Mitch Heldstab [mheldstab@sumel.org](mailto: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.

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).

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

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).

<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](mailto:lshampain@sumel.org)

Mitch Heldstab [mheldstab@sumel.org](mailto:mheldstab@sumel.org)

Services/Actions

Support academic achievement for all students including English Language Learners.

Evidence-Based Practice

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).

Research-based strategies for English Learners and Long-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/offices/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.cfpic.org/summit_pdfs/summit.htm)

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

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).

#### 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 [Ishampain@sumel.org](mailto:Ishampain@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



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).

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 [Ishampain@sumel.org](mailto:Ishampain@sumel.org)

Mitch Heldstab [mheldstab@sumel.org](mailto: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

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).

#### 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

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).

#### 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

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).

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 [Ishampain@sumel.org](mailto:Ishampain@sumel.org)

Mitch Heldstab [mheldstab@sumel.org](mailto: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.

## Demonstration of Increased or Improved Services for Unduplicated Pupils

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 [Ishampain@sumel.org](mailto:Ishampain@sumel.org)

Services/Actions

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).

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

Target: All Students

Evidence-Based Practice

Uniform Complain Procedures

[Http://www.cde.ca.gov/re/cp/uc/](http://www.cde.ca.gov/re/cp/uc/)

Williams Settlement

[Http://www.cde.ca.gov/ta/ac/sa/williamsimpact.asp](http://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](mailto:lshampain@sumel.org)

Services/Actions

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).

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/ccssmathstandarAug2013.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/finaelacssstandards.pdf>

Common Core ELA/ELD Framework

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

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).

### 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](mailto:lshampain@sumel.org)

Mitch Heldstab [mheldstab@sumel.org](mailto: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:



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).

- 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

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).

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 [Ishampain@sumel.org](mailto:Ishampain@sumel.org)

Mitch Heldstab [mheldstab@sumel.org](mailto: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 Long-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

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).

<http://www.ncela.us>

US Department of Education

<http://www2.ed.gov/about/offices/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.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 [Ishampain@sumel.org](mailto:Ishampain@sumel.org)

Services/Actions

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).

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.

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).

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

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).

<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](mailto:lshampain@sumel.org)

Mitch Heldstab [mheldstab@sumel.org](mailto:mheldstab@sumel.org)

Evidence-Based Practice

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).

#### 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 [Ishampain@sumel.org](mailto:Ishampain@sumel.org)

Mitch Heldstab [mheldstab@sumel.org](mailto: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.

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

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



# Addendum

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

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

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

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

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

*For questions related to specific sections of the template, please see instructions below:*

## **Instructions: Linked Table of Contents**

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

*For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto: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 LCFF Evaluation Rubrics 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 LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

## **Budget Summary**

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## 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 LCFF Evaluation Rubrics, 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 LCFF Evaluation Rubrics, 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 LCFF Evaluation Rubrics, 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 pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (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).

(b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) “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).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] 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).

(e) “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).

(f) “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, October 2016*

## LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	330,560.00	322,428.00	330,560.00	332,946.00	336,399.00	999,905.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	10,000.00	10,000.00	10,000.00	3,010.00	3,010.00	16,020.00
Other	52,661.00	51,661.00	52,661.00	45,650.00	45,150.00	143,461.00
Supplemental	267,899.00	260,767.00	267,899.00	284,286.00	288,239.00	840,424.00

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

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	330,560.00	322,428.00	330,560.00	332,946.00	336,399.00	999,905.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	34,292.00	33,292.00	34,292.00	29,643.00	18,783.00	82,718.00
2000-2999: Classified Personnel Salaries	262,652.00	262,652.00	262,652.00	198,372.00	213,494.00	674,518.00
3000-3999: Employee Benefits	0.00	0.00	0.00	82,093.00	87,256.00	169,349.00
4000-4999: Books And Supplies	1,666.00	1,666.00	1,666.00	6,224.00	250.00	8,140.00
5000-5999: Services And Other Operating Expenditures	24,450.00	17,318.00	24,450.00	15,114.00	15,116.00	54,680.00
5700-5799: Transfers Of Direct Costs	3,000.00	0.00	3,000.00	0.00	0.00	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	4,500.00	7,500.00	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	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	330,560.00	322,428.00	330,560.00	332,946.00	336,399.00	999,905.00
		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	10,000.00	10,000.00	10,000.00	2,550.00	2,550.00	15,100.00
1000-1999: Certificated Personnel Salaries	Other	14,520.00	13,520.00	14,520.00	8,500.00	8,000.00	31,020.00
1000-1999: Certificated Personnel Salaries	Supplemental	9,772.00	9,772.00	9,772.00	18,593.00	8,233.00	36,598.00
2000-2999: Classified Personnel Salaries	Other	33,475.00	33,475.00	33,475.00	25,508.00	25,508.00	84,491.00
2000-2999: Classified Personnel Salaries	Supplemental	229,177.00	229,177.00	229,177.00	172,864.00	187,986.00	590,027.00
3000-3999: Employee Benefits	Base	0.00	0.00	0.00	460.00	460.00	920.00
3000-3999: Employee Benefits	Other	0.00	0.00	0.00	11,642.00	11,642.00	23,284.00
3000-3999: Employee Benefits	Supplemental	0.00	0.00	0.00	69,991.00	75,154.00	145,145.00
4000-4999: Books And Supplies	Other	1,666.00	1,666.00	1,666.00	0.00	0.00	1,666.00
4000-4999: Books And Supplies	Supplemental	0.00	0.00	0.00	6,224.00	250.00	6,474.00
5000-5999: Services And Other Operating Expenditures	Supplemental	24,450.00	17,318.00	24,450.00	15,114.00	15,116.00	54,680.00
5700-5799: Transfers Of Direct Costs	Supplemental	3,000.00	0.00	3,000.00	0.00	0.00	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	Other	3,000.00	3,000.00	3,000.00	0.00	0.00	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	1,500.00	4,500.00	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	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	242,172.00	242,172.00	242,172.00	250,438.00	257,773.00	750,383.00
Goal 2	11,772.00	11,772.00	11,772.00	11,900.00	12,250.00	35,922.00
Goal 3	20,050.00	13,350.00	20,050.00	11,146.00	11,146.00	42,342.00
Goal 4	2,666.00	1,666.00	2,666.00	3,760.00	3,260.00	9,686.00
Goal 5	2,400.00	1,968.00	2,400.00	1,968.00	1,970.00	6,338.00
Goal 6	44,000.00	44,000.00	44,000.00	52,234.00	48,500.00	144,734.00
Goal 7	7,500.00	7,500.00	7,500.00	1,500.00	1,500.00	10,500.00

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