

LCAP Year  2017–18  2018–19  2019–20

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

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

[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	CHAWANAKEE UNIFIED SCHOOL DISTRICT		
Contact Name and Title	Darren Sylvia Superintendent	Email and Phone	dsylvia@mychawanakee.org 559-877-6209

## 2017-20 Plan Summary

### THE STORY

Briefly describe the students and community and how the LEA serves them.

Chawanakee Unified School District (CUSD) is a district that serves approximately 651 students in TK- Adult, including 2 charter school. The district is comprised of: two elementary schools, North Fork Elementary (TK-8), and Spring Valley School (TK-8); a comprehensive high school, Minarets High School; one small necessary school, Mountain Oaks High School; one alternative education school, Manzanita Community Day School(4-12). The ethnic make-up of the district's student population is Hispanic 20%, American Indian 10%, African American 2%, Asian < 1%, White 63%, Two or more races 3%. Approximately 50% of the students are eligible for free and reduced-priced meals in the National School Lunch Program. The population of EL students is 1.

Based on 2014-15, CUSD has 56 teachers currently and does not have any teacher vacancies. All teachers are appropriately assigned pursuant to Education Code Section 44258.9. 91.58% Elementary Teachers, 100% of Special Education Teachers, 100% Secondary English Teachers, 73.21% Secondary Math Teachers, 69.23% Secondary Science Teacher, and 91.49% of Social Science Teachers in CUSD are fully credentialed in the subject areas and for the pupils they are teaching and that information is available annual in the School Accountability Report Card (SARC).

All students in CUSD have access to standards aligned textbooks and instructional materials to use at school and home that are in good condition pursuant to Education Code Section 60119. The CUSD hold the public hearing within the first eight weeks of school annually to verify that students have sufficient standards aligns materials textbooks and the results are published in the SARCs.

The district has been involved in training for PBIS ( Positive Behavior Intervention Support). Each school is at a different level of implementation. Teams have designed math curriculum last year and have finalized it this year. Teams will start working on developing English Language Arts curriculum and will finalize it next school year.

School Facilities are clean, safe and maintained in good repair pursuant to Education Code Section 17002 (d) and have received a "Good" rating following Williams inspection as posted in the SARC.

Elementary School students have access to core instruction, including PE. Middle school students also have access to elective classes in grade 7-8. Both North Fork and Spring Valley offer Transitional Kindergarten and special day classes for special education students. Spring Valley has started to offer 8th grade students the opportunity to take an elective course at Minarets High School. They are also able to take Math I, if they qualify. North Fork students have the opportunity to take Math 1 at Mountain Oaks High School, if the student qualifies.

Minarets High School students have a graduation requirement of four years of English, three years of math, four years of Social Science, two years of Science, two years of physical education, one year fine art, 140 elective credits. Each course is worth five credits per semester. MHS students are enrolled in eight courses per semester. To be eligible for graduation, a student must pass a minimum of 300 credits, have a 95% attendance rate, and complete a senior project. Students have the opportunity to participate in Advance Placement (AP) classes (9 classes are offered)- US History, Economics and Government, European History, Physics 1, Biology, Calculus, Statistics, English Language and Composition for 11th, English Literature and Composition 12th grade. An exam can be taken for college credit. MHS offers Career Technical Education courses that are built into the elective requirements. Agricultural Science courses are offered (14)--Ag Earth Science, Ag Biology, Ag Chemistry, Animal Anatomy and Physiology, Veterinary Science, Ornamental Horticultural, Horticultural Science, Ag skills and leadership, Ag Government, Ag Economic, Ag Mechanics 1 & 2, Power Mechanics, ROP Ag Welding and Fabrication. MHS is a one-to-one technology school. Technology education is integrated across all curriculum, as well as, specific elective course offerings. MHS is WASC accredited.

Attendance rates for the 15-16 school year: District-wide- 95%, Manzanita Community Day School- 89.3%, Minarets High School- 93%, Mountain Oaks High School- 85%, North Fork School- 93.5%, Spring Valley School-95%.

## LCAP HIGHLIGHTS

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

In 2016-17:

Through analysis of our state and local data and input from staff and stakeholders we identified our focus areas to be addressed to achieve our vision:

Based on this process, the actions and services in the LCAP fell into the following areas of influence:

1. Academic Excellence; Develop math and English Language Arts curriculum, begin implementing the Next Generation Science Standards, a increase project-based learning,
2. Human Resources in Action; Grow, hire and retain own teachers and staff,
3. Engagement; Improve opportunities for families and community to get involved in school, offer enrichment/advancement opportunities, and develop a feeder program (sports, art, music, FFA),
4. Safety/Facilities/Equipment; Update and modernize, update network, improve facilities at all sites, increase bus fleet and routes, update and expand security at all sites,

Key LCAP actions to support these areas are: reduced class size, additional counseling support at all sites, increase student and family access to school, and targeted support services to address our high needs students.

\*\* The development of the math curriculum was finalized by the math development team for K-8 & Math I-III. This process started last year and took over a year to complete.

\*\* Each school site has been developing a student behavior management system. Each site is tailoring to fit the needs of their students. Programs from Positive Behavior Intervention Support (PBIS), Kagan, and Restorative Justice are being used.

\*\*Minarets High/Minarets Charter and North Fork school implemented an attendance recovery program. This is to maintain an 95% attendance rate school wide.

\*\*8th grade students at Spring Valley School had the opportunity to take an elective and an advanced math class, if they qualified, at Minarets High School. 8th grade students at North Fork will have the opportunity to take an advanced math class, if they qualified, at Mountain Oaks High School. There were 9 students from Spring Valley that took the advanced math class and all students passed with a "C" or better and all 8th grade students from Spring Valley took an elective and all passed. This was very successful this year that it will continue and expand next school year.

## 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.

According to the state indicators, Chawanakee Unified performed well in:  
 English Language Arts district wide was in the low/maintained area. The district increased by 6.7 points. All students increased by 6.7 points, but Socioeconomically Disadvantaged students increased by 7.3 points and Hispanic students increase by 16.1 points  
 Math district wide was in the low/increased area. The district increased by 9.9 points. All students increased by 9.9 points, but Socioeconomically Disadvantaged students increased by 14.1 points, Students with Disabilities increased by 30.2 points, American Indian Students increased by 15.9 points, and Hispanic Students increased by 12.7 points. The results for student groups that exceed district wide performance demonstrates that achievement gaps between groups are closing.

The district purchased new technology for students and teachers. This gave students better access to online curriculum and updated software. All students now have access and teachers have an increased ability for curriculum instruction and delivery.

The curriculum development for math has been completed. The district and sites now have a clearer vision on standard priorities and lessons that are being used district-wide. The assessment can show where students are on, above, or below grade level. CUSD increased the on or above level from the beginning of the year to the end ranging from 10% on or above grade level up to 41% on or above grade level.

This year the district implemented iReady Assessment for all students and iReady Intervention for student K-8 in the areas of math and English. The benchmark assessment is helping teachers and administrators track student progress and needs.

District-wide an intervention block has been established to focus on students who are failing or score below grade level on the iReady assessment.

## GREATEST PROGRESS

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?

According to the state indicators, Chawanakee Unified is in the Very High category for Suspension Rate. We were at 6.6% and Increased by 4.3% over the prior year.

District schools are implementing PBIS and conflict resolution to prevent and intervene with student behavior. Administration, classified and certificated staff are being trained.

Graduation rate was in the Medium/declined area. We declined by 3.2 percent. An additional academic counselor was hired to meet with "at risk" students to set goals and monitor student progress towards graduation.

## GREATEST NEEDS

The district has identified that a need for development of English Language Arts curriculum. This process started at the end of the 2016-17 school year and will continue in to the 2017-18 school year.

The district will continue to support intervention progress to meet the needs of the at-risk students at all grade levels.

The district will continue to offer mental health support services from counseling for students and training for all staff.

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

According to State Testing Data there was a significant difference in performance levels for the following subgroups from "all student".

(Only for the 3rd-8th grade is reported)

\* All students were 36.5 points further away from level 3

\* Socioeconomically Disadvantaged Students were 20 points further away from level 3 than all students, but increased by 7.3 points on the ELA and 14.1 points on the math assessment. This was above the average for all students. Students are now receiving academic support from the Intervention lab depending on students needs, There is now access to social/emotional counselors if needed. All students in grade 6-12 will meet with academic counselors to provide support planning and staying on track of academic needs.

\* Special Education Students were not assigned a color, but were 70 points further away from level 3 than all students, but increased by 30.2 points on the math assessment, which is 20.3 points higher than all students. On the English Assessment Special Education Students were in the very low range and were 102.5 points away from level 3.

\* American Indian Students were in the very low range in Math and were 101.2 points further away from level 3 than all students, but increased 15.9 points on the math assessment, which was a gain of 6 points higher than all students. In English they were in the very low range and were 50 points further away from level 3 than all students. American Indian Students are receiving academic support from instructional aides and from Intervention based on individual needs. here is now access to social/emotional counselors if needed. All students in grade 6-12 will meet with academic counselors to provide support planning and staying on track of academic needs.

What was noticed for "all students" as a weakness was in the following areas on the state test:  
English Language Arts- Writing and Reading Comprehension  
Mathematics- Concepts and Procedures

LEA Steps for Improvement:

\*\*Develop English Language Art Curriculum district wide that will incorporate differentiated instruction

\*\*District will implement new developed math curriculum

\*\*Professional Development for teachers regarding rigorous curriculum design

\*\*Positive Behavior Intervention Supports will be implemented at all sites.

According to the state indicators, Chawanakee Unified performed well in:

English Language Arts district wide was in the low/maintained area. The district increased by 6.7 points. All students increased by 6.7 points, but Socioeconomically Disadvantaged students increased by 7.3 points and Hispanic students increase by 16.1 points

Math district wide was in the low/increased area. The district increased by 9.9 points. All students increased by 9.9 points, but Socioeconomically Disadvantaged students increased by 14.1 points, Students with Disabilities increased by 30.2 points, American Indian Students increased by 15.9 points, and Hispanic Students increased by 12.7 points.

## INCREASED OR IMPROVED SERVICES

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.

Based on staff and stakeholder feedback and research on effective practices we are implementing more Action/Services to improve services for the low income, English learner and foster youth.

Four significant actions to add/increase services are:

Additional college and career counseling for the students in grades 6th-12th, as well as, to meet the needs of English learner, migrant, low income, foster youth and Hispanic students.

Continue to provide and adjust academic intervention for English Language Arts and Mathematics for all grade levels.

Increase student engagement by offering more after school clubs/activities at all sites and enrichment opportunities at the K-8 site that will focus on Art.

Continue to implement benchmark assessments, which can drive curriculum planning. The data will be used to drive instruction and the Intervention application can be used for grades K-8, which are performing below grade level and can target specific academic areas within math and English to improve skill and knowledge.

**BUDGET SUMMARY**

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

<b>DESCRIPTION</b>	<b>AMOUNT</b>
Total General Fund Budget Expenditures for LCAP Year	\$8,023,028
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$4,120,726.98

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.

General fund expenditures include:  
 transportation, special education, maintenance, capital improvements, administrative, and major grants received

\$6,967,090.00	Total Projected LCFF Revenues for LCAP Year
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# Annual Update

LCAP Year Reviewed: 2016-17

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

<b>Goal 1</b>	Increase student achievement through the implementation of high quality English Language Arts instruction and rigorous curriculum.
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State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL	<u>District Benchmarks</u>															

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

Increased student achievement will be measured by:

1. Increase proficiency rate on CAASPP scores in English Language Arts-(34% Standards Met or Above Districtwide 2015)
2. Increase AP Exam Participation Rate- 9.8% (2015)
3. Increase AP Passing Rate (Scoring a 3 or higher)- 59% (2015)
4. Increase English Learners Reclassification Rates- number of English Learners in district too low for results to be reportable
5. 100% of students will have access to standards-aligned instructional materials.
6. Increase EAP ELA Passing Rates- 32% ready or conditionally ready for college (2015)
7. 100% of teachers will implement academic content and performance standards adopted by state board.
8. Increase the percentage of students completing CSU/UC required courses (a-g) (47% in 2014)

### ACTUAL

1. From 2015 to 2016 CAASPP ELA scores increased by 8% district-wide. (42% of students scored in the Standards met or in Standards Exceeded)
2. AP Participation Rate increased by 5%.
3. AP Passing Rate increased by 8%.
4. Number of English Learners in district too low for results to be reportable.
5. All students have access to standards-aligned curriculum. There were no Williams Reports filed.
6. 73% of students are Ready Or Conditionally Ready
7. 100% of teachers implemented academic content and performance standards adopted by state board.
8. Students completing CSU/UC required courses (a-g) increased by 15.8%. (Data from 2015-16)

## 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**

Actions/Services

**PLANNED**  
 Hire and retain teachers appropriately credentialed and assigned for all core and elective courses and special education.  
  
 Hire and retain teachers appropriately credentialed and assigned for all core and elective courses and special education to lower class sizes in the elementary schools and to increase intervention support classes to support low income, English Learners, Foster Youth and low academic achieving students.

**ACTUAL**  
 CUSD had no vacant positions and all teaching positions were filled with teachers who are appropriately credentialed.  
  
 Additional teachers were added to the Elementary Primary to lower class sizes. To increase intervention services a 0.5 FTE teacher was added at Minarets, North Fork and Spring Valley.

Expenditures

**BUDGETED**  
 Certificated Salaries and benefits Base \$2,862,745  
 Certificated Salaries and benefits Supplemental \$97,124

**ESTIMATED ACTUAL**  
 Certificated Salaries and benefits Base \$3,170,746.00  
 Certificated Salaries and benefits Supplemental \$179,105.04  
 Certificated Salaries and benefits Title I \$61,828

Action **2**

Actions/Services

**PLANNED**  
 Provide professional development for teachers with a focus on ELA curriculum development.

**ACTUAL**  
 Provide professional development to develop English Language Arts Curriculum and to finish the Math Curriculum. School teams attended the Model School Conference to learn how to develop rigorous and relevant curriculum.

Expenditures

**BUDGETED**  
 International Center for Leadership in Education Training Other \$18,500  
  
 Model School Conference Title I \$30,000

**ESTIMATED ACTUAL**  
 International Center for Leadership in Education Training Educator Effectiveness \$34,000  
 Model School Conference Title I \$56,000

Action **3**

Actions/Services

**PLANNED**  
 Provide an up-to-date, CCSS aligned academic educational program.  
 1. Adopt and implement a new CCSS aligned English Language Arts Curriculum.  
 2. Provide access to online curriculum for all core and elective courses  
 3. Offer Advanced Placement (AP) courses to provide students with the opportunity to earn college credit

**ACTUAL**  
 Provide an up-to-date, CCSS aligned academic educational program.  
 1. CUSD Piloted ELA curriculum for K-12.  
 2. Odysseyware online curriculum was used for core and elective course for credit recovery and regular courses during the 16-17 year. Changed to Shoomp for the upcoming year to provide core and elective class for all students and can be

		<p>used as credit recovery for low academically performing students.                  3. 2 additional advanced Placement (AP) courses were provided to students for the opportunity to earn college credit</p>
Expenditures	<p><b>BUDGETED</b>                  ELA Curriculum Base \$160,000</p>	<p><b>ESTIMATED ACTUAL</b>                  Pilot for ELA curriculum was free. The online curriculum was already paid in the prior year. \$0                   Learning List- A supplement tool to help determine best curriculum to use for EL and low academically performing students. Supplemental \$500                  Shmoop Supplemental \$6,000</p>

Action **4**

Actions/Services	<p><b>PLANNED</b>                  Provide Supports to help students be successful including for English learner access.                  1. Implement student assessment system                  2. Provide Literacy Aides to support ELA instruction.                  3. Provide academic counseling services</p>	<p><b>ACTUAL</b>                  Provide Supports to help students be successful including for English learner access.                  1. Implement student assessment system- iReady was implemented. Students took diagnostic assessments 3 times in the school year.                  2. Provide Literacy Aides to support ELA instruction. Literacy Aides were provided at Minarets High, Spring Valley and North Fork Schools.                  3. Provide academic counseling services- An additional academic counselor was hired to focus of middle school to develop a 6 year plan.</p>
Expenditures	<p><b>BUDGETED</b>                  Student Assessment System Supplemental \$23,455                  Literacy Aides Supplemental \$44,986.15                  Counselor Salary and Benefits Supplemental \$21,440</p>	<p><b>ESTIMATED ACTUAL</b>                  iReady- Student Assessment System Supplemental \$23,000                  Literacy Aides Supplemental \$44,986                  Counselor Salary and Benefits College Readiness Block Grant \$5,108                  Book Software- gives students access to a variety of books in different formats Supplemental \$2,478.53</p>

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. CUSD has zero vacant positions and had all positions filled with appropriately credentialed teachers. A 2% raise was negotiated last year for this year and next year. Although, this is not a huge increase, we believe it is progress to retention of teachers.

Professional Development for English Language Arts curriculum development began in May. CUSD believes that it is important for the teachers to see what we identify as important standards and practices.

New English Language Arts curriculum. It was decided to pilot curriculum instead of buying, so we could see which programs fit best into our program and not make our program fit into the curriculum. It is planned to adopt in the 17-18 school year.

A new student assessment system, iReady, was implemented. The benchmark assessments were given 3 times during the school year. The results showed a growth in all grade levels.

Literacy aides continued in the 16-17 school year at Minarets, Spring Valley, and North Fork. These aides are instrumental in creating access and support to a variety of reading materials.

Academic Counseling Services- An additional counselor was added to support the 6th-8th grade students in preparing them for high school and beyond creating a 6 year plan. CUSD wants to students to be more than ready for either college or career and believe that discussion and planning has to start well before high school.

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

We believe it is too soon to tell the overall effectiveness, but are seeing an increase in student assessment data on state and local assessments.

According to the state indicators, Chawanakee Unified performed well in:

English Language Arts district wide was in the low/maintained area. The district increased by 6.7 points. All students increased by 6.7 points, but Socioeconomically Disadvantaged students increased by 7.3 points and Hispanic students increase by 16.1 points

On the local assessments there was growth. The assessment can show where students are on, above, or below grade level. CUSD increased the on or above level from the beginning of the year to the end ranging from 10% up to 41%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The difference in Budgeted Expenditures and Actuals was that there was not an adoption of English Language Arts Curriculum and instead there was a pilot of the materials. The district wanted to take their time in the decision process and wanted to develop its own curriculum before an adoption was made. Also, the cost of certificated salaries was higher than anticipated due to needing 2 teachers to reduce class size and come in under the class size reduction number.

An Intervention Teacher was added to increase student academic achievement. The increased cost for ICLE was due to adding additional training to develop the English Curriculum. The counselor salary was much less due to when the start date was and is shared with the two charters in the district, so the cost is shared.

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

The only changes to goal is the change to where class size reduction will be used. The current assessment data show that the grades needing most support is in the middle school. The class size reduction teacher can be found in the plan in Goal 1, Action 5.

To move into the Blue Indicator level the district needs to increase 20 points per year for three years. The district will continue to use data to drive instruction and continue to provide professional development on best practices and rigorous curriculum design. Using data to drive instruction, and professional development on best practices and RCD can be found in the plan in Goal 1, Action 2

# Annual Update

LCAP Year Reviewed: 2016-17

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

Increase student achievement through the implementation of high quality Math instruction and rigorous curriculum.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL	<u>District Benchmarks</u>															

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Increased student achievement will be measured by:

1. Increase Proficiency Rate on CAASPP scores in Math-(22% Standards Met or Above Districtwide)
2. Increase AP Exam Participation Rate- 9.8% (2015)
3. Increase AP Proficiency Passing Rate (Scoring a 3 or higher)- 31.9% (2015)
4. Increase English Learners Reclassification Rates- number of English Learners in district too low for results to be reportable
5. Increase scores on district benchmark- establish baseline
6. Increase EAP Math Passing Rates- 8% ready or conditionally ready for college (2015)
7. Increase teachers appropriately credentialed and assigned in mathematics- 73.21% (2015)
8. Increase the percentage of English Learners making adequate annual progress toward English proficiency -- number of English Learners in district too low for results to be reportable.

#### ACTUAL

Increased student achievement will be measured by:

1. Increase Proficiency Rate on CAASPP scores in Math-Increased 9.9 points up to 28% Standards Met or Above.
2. Increase AP Exam Participation Rate- 15.9%
3. Increase AP Passing Rate (Scoring a 3 or higher)-28.3%
4. Increase English Learners Reclassification Rates- number of English Learners in district too low for results to be reportable
5. Increase scores on district benchmark-
 

Grade	Math
K	64%
1	48%
2	33%
3	37%
4	45%
5	29%
6	35%
7	36%
8	43%
9	30%
10	30%
11	3%
12	3%
6. Increase EAP Math Passing Rates- 34% of students were Ready or Conditional Ready. Increase of 26%



- 7. Increase teachers appropriately credentialed and assigned in mathematics- All teachers are appropriately credentialed
- 8. Increase the percentage of English Learners making adequate annual progress toward English proficiency -- number of English Learners in district too low for results to be reportable.

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	<b>1</b>	
Actions/Services	<p><b>PLANNED</b>                  Hire and retain teachers appropriately credentialed for all core and elective courses and special education.</p> <p>Hire and retain teachers appropriately credentialed and assigned for all core and elective courses and special education to lower class sizes in the elementary schools and to increase intervention support classes to support low income, English Learners, Foster Youth and low academic achieving students.</p>	<p><b>ACTUAL</b>                  CUSD had no vacant positions and all teaching positions were filled with teachers who are appropriately credentialed.</p>
Expenditures	<p><b>BUDGETED</b>                  Certificated Salaries and Benefits Base \$2,825,532                  Certificated Salaries and Benefits Supplemental \$134,337</p>	<p><b>ESTIMATED ACTUAL</b>                  Certificated Salaries and Benefits Base \$3,170,746.00                  Certificated Salaries and Benefits Supplemental \$214,374.26                  Certificated Salaries and Benefits Title I \$61,828.04</p>
Action	<b>2</b>	
Actions/Services	<p><b>PLANNED</b>                  Professional Development for teachers based on assessment results and data analysis.                  1. Continue math curriculum development with ICLE                  2. training on high school math curriculum to guide teachers on how to provide better access to all students</p>	<p><b>ACTUAL</b>                  Professional Development for teachers based on assessment results and data analysis.                  1. Continue math curriculum development with ICLE- Completed in 2016-17                  2. training on high school math curriculum to guide teachers on how to provide better access to all students- Training was provided in August</p>

Expenditures	<p><b>BUDGETED</b> Curriculum Math Training Supplemental \$6,000</p>	<p><b>ESTIMATED ACTUAL</b> Curriculum Math Training Supplemental \$6,000</p>
Action <b>3</b>		
Actions/Services	<p><b>PLANNED</b> Provide Intervention support to help students be successful including unduplicated pupils and students with disabilities. 1. Implement student assessment system 2. Provide intervention support to help students succeed 3. Provide access to supplemental curriculum</p>	<p><b>ACTUAL</b> Provide Intervention support to help students be successful including unduplicated pupils and students with disabilities. 1. Implement student assessment system- iReady benchmark assessment was implemented with 3 benchmark assessments given during the school year. 2. Provide intervention support to help students succeed- Intervention blocks were established and implemented at all school sites 3. Provide access to supplemental curriculum- iReady intervention curriculum was purchased to support students performing below grade level.</p>
Expenditures	<p><b>BUDGETED</b> Paraprofessional Salaries-Title VI Title VI \$23,609 Student Assessment System Supplemental \$23,455</p>	<p><b>ESTIMATED ACTUAL</b> Paraprofessional Salaries-Title VI Title VI \$25,169 iReady- Student Assessment System Supplemental \$23,000</p>

**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.  
CUSD has zero vacant positions and had all positions filled with appropriately credentialed teachers. A 2% raise was negotiated last year for this year and next year. Although, this is not a huge increase, we believe it is progress to retention of teachers.

Professional Development for High School Math curriculum started in August and continued through Decemeber. CUSD believes that it is important for the teachers to see what we identify as important standards and practices.

New Math curriculum was reviewed and will be implemented in the 17-18 school year.

A new student assessment system, iReady, was implemented. The benchmark assessments were given 3 times during the school year. The results showed a growth in all grade levels.

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

We believe it is too soon to tell the overall effectiveness, but are seeing an increase in student assessment data on state and local assessments.

According to the state indicators, Chawanakee Unified performed well in:

Math district wide was in the low/increased area. The district increased by 9.9 points. All students increased by 9.9 points, but Socioeconomically Disadvantaged students increased by 14.1 points and Hispanic students increased by 12.7 points, American Indian students increased by 15.9, and students with disabilities increased by 30.2.

On the local assessments there was growth. The assessment can show where students are on, above, or below grade level. CUSD increased the on or above level from the beginning of the year to the end ranging from 15% up to 38%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Difference between the budgeted expenditures and estimated actual expenditures was the cost of certificated salaries. The original cost estimate only included for one additional teacher to reduce class sizes and after review of class numbers a second one was needed to make that goal. Also, a certificated Intervention teacher was hired to help increase student achievement scores.

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.

To move into the Blue Indicator level the district needs to increase 15 points per year for 3 years. The district will continue to use data to drive instruction and continue to provide professional development on best practices and rigorous curriculum design. Using data to drive instruction, and professional development on best practices and RCD can be found in the plan in Goal 1, Action 2.

# Annual Update

LCAP Year Reviewed: 2016-17

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

Provide Students with access to technology to support 21st Century Standards and to give access to all provided programs.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

1. Increase IT Support Staff- Currently 1 Full-Time IT support staff
2. Increase in student technology devices
3. Established Budget with Priority List
4. 100% of students will have access to a broad course of study, including digital access in core subjects, interventions (as needed) and CTE.

#### ACTUAL

1. Increase IT Support Staff- Currently 1 Full-Time IT support staff
2. Increase in student technology devices- All high school students laptops were replaced. Chromebooks were implemented in the 3rd-8th grade at a 1:1 ratio.
3. Established Budget with Priority List- Budget has been established with a working priority list.
4. 100% of students have access to a broad course of study, including digital access in core subjects, interventions (as needed) and CTE.

### 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

Actions/Services

#### PLANNED

Provide technology to students who are low income, English learners, Foster Youth, or low academic achieving so they can access all online core class materials, intervention software, and other applications

#### ACTUAL

Provide technology to students who are low income, English learners, Foster Youth, or low academic achieving so they can access all online core class materials, intervention software, and other applications

1. New Computer for teachers to support these students and to have access to the same applications  
 2. Updated devices for high school students so that they can access all the new intervention and core class online content and software  
 3. upgrade technology infrastructure so student can access the network to complete assignments and intervention tasks

1. New Computer were provided to all teachers to support these students and to have access to the same applications  
 2. New computers were purchased for high school students so that they can access all the new intervention and core class online content and software  
 3. Technology infrastructure was upgraded so student can access the network to complete assignments and intervention tasks

Expenditures

**BUDGETED**  
 Computers for both teachers and students Supplemental \$168,000  
 Technology Infrastructure Base \$40,000

**ESTIMATED ACTUAL**  
 Computers for both teachers and students \$99,057.40  
 Technology Infrastructure Supplemental \$26,604.00

Action **2**

Actions/Services

**PLANNED**  
 Hire and retain qualified IT support staff to support students with technology needs. Help with access to programs provided on the internet and technology device training. This will be an additional IT support staff person to support students who are low income, English Learners, Foster Youth to help access programs and provide technology support.

**ACTUAL**  
 An additional IT tech support person was hired.

Expenditures

**BUDGETED**  
 Classified Salary Supplemental \$40,310

**ESTIMATED ACTUAL**  
 Classified Salary Supplemental \$30,922.92

Action **3**

Actions/Services

**PLANNED**  
 Develop and maintain a district-wide technology budget with priority list

**ACTUAL**  
 Budget for Technology was established with a priority list

Expenditures

**BUDGETED**  
 No Cost

**ESTIMATED ACTUAL**  
 No cost to district

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.

New technology devices were purchased and were rolled out with students and teachers at the beginning of the school year. Inventory was taken and purchases were made. Training on the devices happened at the beginning of the school year.

The additional IT Teach was hired and helped sites with computer repair, training, and support requests.

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

Adding new computers took a big burden off Tech support. Students were able to access the online curriculum and programs with ease. Teachers were able to access and implement curriculum and lessons

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The differences in the Budgets Expenditures and Estimated Actuals was computer cost. Once an inventory was made it was determined that not as many devices were 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.

The only change that will be made to the LCAP will be to improve the district and site websites, improve the infrastructure from broadband to telephone systems that are currently failing. Improving the district website and improving the infrastructure from broadband to telephone systems can be found in the plan in Goal 3, Action 1.

# Annual Update

LCAP Year Reviewed: 2016-17

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

Increase student engagement by providing all students with a safe, healthy, and secure high quality learning environment.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

1. Maintain zero Williams facilities complaints.
2. School maintain a rating of "good" as measured by the Facilities Inspection Tools (FIT) provided by the California Department of Education (CDE).
3. District-wide priority list for facility needs.
4. Increase Mental Health support for students
5. Increase Graduation Rates- 91% (2014)
6. Reduce Suspension Rates- 6.7% (2015)
7. Maintain Expulsion Rates- <1% (2014)
8. Increase Attendance Rate- 94.12% (2015)
9. Decrease High School Dropout rate- 4% (2014)
10. Maintain Middle School Dropout rate- < 1% (2014)
11. Decrease Chronic Absenteeism rate- 23.82% (2014)
12. Increase percent of families reporting effective communication on annual survey- 2015 (69%)
13. There will be an increase in the number of parents participating in district and school activities and LCAP meetings, including parents of low income students, English learners, and students with special needs

#### ACTUAL

1. Maintain zero Williams facilities complaints.- No complaints filed in 2016-17
2. School maintain a rating of "good" as measured by the Facilities Inspection Tools (FIT) provided by the California Department of Education (CDE). Rating Maintained
3. District-wide priority list for facility needs.- Facility Director has a priority list for each school site and the district.
4. Increase Mental Health support for students- Psychology services were increased by 33%
5. Increase Graduation Rates- Rate decreased to 87.1% district wide. Down by 2.9%
6. Reduce Suspension Rates- 6.6% (2016) Deceased by 0.1%
7. Maintain Expulsion Rates- <1% (2016)
8. Increase Attendance Rate- 95% (2016)
9. Decrease High School Dropout rate- 1.5% (2016)
10. Maintain Middle School Dropout rate- < 1% (2016)
11. Decrease Chronic Absenteeism rate- 23.82% (2014)- No new data is available
12. Increase percent of families reporting effective communication on annual survey- 2016 (89% report effective communication)
13. There will be an increase in the number of parents participating in district and school activities and LCAP meetings, including parents of low income students, English learners, and students with special needs.76 Parents responded to the LCAP survey. This was an increase of 13 responses.

### 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	<b>1</b>	
Actions/Services	<p><b>PLANNED</b>  <b>Facilities:</b>                      1. Develop and maintain a district wide priority list of facility needs.                      2. On-going routine repairs and deferred maintenance projects are identified, monitored and completed using state rules and guidelines.</p>	<p><b>ACTUAL</b>  <b>Facilities:</b>                      1. Develop and maintain a district wide priority list of facility needs.- A list was developed                      2. On-going routine repairs and deferred maintenance projects are identified, monitored and completed using state rules and guidelines.- Each site has at least one full-time maintenance personnel that monitors and completes routine maintenance and reports to the director if any items need immediate repairs.</p>
Expenditures	<p><b>BUDGETED</b>                      Materials and supplies for repairs Base \$45,000                      Develop a Priority List \$0</p>	<p><b>ESTIMATED ACTUAL</b>                      Materials and supplies for repairs Base \$70,900.00                      Priority List was created and is reviewed at least quarterly \$0</p>
Action	<b>2</b>	
Actions/Services	<p><b>PLANNED</b>  <b>Attendance:</b>                      1. Adopt board policy regarding excessive excused absences and establish a clear protocol for addressing chronic absenteeism                      2. Establish an attendance recovery program for Minarets High School</p>	<p><b>ACTUAL</b>  <b>Attendance:</b>                      1. Adopt board policy regarding excessive excused absences and establish a clear protocol for addressing chronic absenteeism- It was determined that a board policy already existed and needed to be implemented.                      2. Establish an attendance recovery program for Minarets High School- Minarets started a Monday night school to recover ADA for students below the 95% attendance rate. North Fork School implemented the same program starting in January 2017 twice a month.</p>
Expenditures	<p><b>BUDGETED</b>                      Certificated Salary Base \$2,000</p>	<p><b>ESTIMATED ACTUAL</b>                      Certificated Salary Base \$1,446.00</p>
Action	<b>3</b>	
Actions/Services	<p><b>PLANNED</b>  <b>Health Support:</b></p>	<p><b>ACTUAL</b>  <b>Health Support:</b></p>

<ol style="list-style-type: none"> <li>1. Provide psychological support to students experiencing a crisis</li> <li>2. Provide mental health support to at risk students.</li> <li>3. Provide nursing services to support site health needs and increase attendance</li> <li>4. Revise and implement district-wide Wellness Policy</li> </ol>
<p><b>BUDGETED</b>                  Certificated Salary Supplemental \$36,120                  Cornerstone Counseling Supplemental \$29,200</p>

<ol style="list-style-type: none"> <li>1. Provide psychological support to students experiencing a crisis.- Services were increased by 33%</li> <li>2. Provide mental health support to at risk students.- Besides the School psychologist an outside vendor was hired to provide additional services.</li> <li>3. Provide nursing services to support site health needs and increase attendance. Nursing services were increased.</li> <li>4. Revise and implement district-wide Wellness Policy- Wellness Policy has been reviewed and revised.</li> </ol>
<p><b>ESTIMATED ACTUAL</b>                  Certificated Salary Supplemental \$43,663.78                  Cornerstone Counseling Supplemental \$27,804.00</p>

Expenditures

Action **4**

Actions/Services

<p><b>PLANNED</b>                  Safe and Secure Campus:  <ol style="list-style-type: none"> <li>1. Continue with Campus Security Officer for Minarets High School.</li> <li>2. Continued training for sites on Crisis Management, Threat Assessment, and Lock Down Drills.</li> <li>3. Update district surveillance system throughout the district</li> </ol></p>
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<p><b>ACTUAL</b>                  Safe and Secure Campus:  <ol style="list-style-type: none"> <li>1. Campus Security Officer for Minarets High School continued.</li> <li>2. Sites received training on Crisis Management, Threat Assessment, and Lock Down Drills.- A comprehensive district Crisis Management plan was developed. Each site has its own plan and has been completing the required drills and trainings.</li> <li>3. District surveillance system throughout the district was audited- A review was done by Facilities. Additional Walkies-Talkies were added so site personnel could talk with Site office. This was decided after a review of this and site safety plans.</li> </ol></p>
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Expenditures

Action **5**

Actions/Services

<p><b>BUDGETED</b>                  Classified Salary Base \$13,250</p>
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<p><b>ESTIMATED ACTUAL</b>                  Classified Salary Base \$7,712.60                  Walkie-Talkies Supplemental \$760</p>
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<p><b>PLANNED</b>                  Parent/Community Involvement:</p>
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<p><b>ACTUAL</b>                  Parent/Community Involvement:  <ol style="list-style-type: none"> <li>1. Increase home to school communications through: website, social media, phone messenger, student information</li> </ol></p>
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	<p>1. Increase home to school communications through: website, social media, phone messenger, student information system, and newsletter                  2. Provide opportunity to attend and serve on: School Site Council, District Advisory Committee, Surveys, and Parent Teacher Groups.</p>	<p>system, and newsletter- Each school site has a Facebook Page, Site Website, and a school messenger program was added to enhance school to home communication.                  2. Provide opportunity to attend and serve on: School Site Council, District Advisory Committee, Surveys, and Parent Teacher Groups. Parents were offered the opportunity to take part in SSC, District Advisory Committee, Parent Teacher Groups, School Site Presentation Nights, and Annual Surveys</p>
Expenditures	<p><b>BUDGETED</b>                  No Cost</p>	<p><b>ESTIMATED ACTUAL</b>                  School Messenger was added so parents could receive phone and email communication from district and school sites. Supplemental \$5,857.96                  Supply cost for meetings Supplemental \$2,715</p>

Action **6**

Actions/Services	<p><b>PLANNED</b>                  Discipline:                  1. Continue Training for teacher and administrators in the PBIS method and Kagan Strategies</p>	<p><b>ACTUAL</b>                  Discipline:                  1. Continue Training for teacher and administrators in the PBIS method and Kagan Strategies- North Fork and Minarets High School participated in the PBIS training</p>
Expenditures	<p><b>BUDGETED</b>                  PBIS Training Supplemental \$2,500                  Kagan Training Title I \$1,000</p>	<p><b>ESTIMATED ACTUAL</b>                  PBIS Training Supplemental \$3,000                  Kagan Training Title I \$1,100</p>

Action **7**

Actions/Services	<p><b>PLANNED</b>                  Graduation Rates:                  1. Continued and increase support in academic counseling for students</p>	<p><b>ACTUAL</b>                  Graduation Rates:                  1. Continued and increase support in academic counseling for students- An additional FT Academic Counselor was hired in January 2017 to support all students in 6th-12th grade with an emphasis on 6th-8th grade.</p>
Expenditures	<p><b>BUDGETED</b>                  Certificated Salary Supplemental \$21,440</p>	<p><b>ESTIMATED ACTUAL</b>                  Certificated Salary College Readiness Block Grant \$5,108.00</p>

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.

There are several layers to this goal.

**Safe and Secure Campus:**  
The district Facilities Director inspects and meets with each site to review and plan work needing to be done. A Facilities prior list was established and is reviewed continuously throughout the year. It was determined that communication between the site offices and classrooms was not very strong, so additional walkie-talkies were purchased.

**Attendance:**  
The district had a good attendance rate compared to surrounding districts, but wanted to find a way to implement the district policy of 95%. Monday Night School was created and implemented at several sites to increase rate.

**Health Support:**  
Nursing, psychological and emotional/social contracts were increased to add additional support to students.

**Parent/Community Involvement:**  
An increase of home to parent communication was added with school messenger and adding additional opportunities for parents to be involved.

**Discipline:**  
Teachers took part in training on positive behavior supports and classroom management skills.

**Graduation Rate:**  
Additional Academic Counselor was hired to work with 6-8th grade students to set 6 year plan and to work with high school students that are not meeting academic expectations.

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

District Facilities have received at least a "Good" Rating on the FIT Report that is conducted Annual

**Attendance-** Although the data for the year is not out yet, attendance at the Monday night school has been high. It is expected that the attendance rate will be above 95% for the district.

**Health Supports-** The increased services and added staff helped with meeting the students needs without students having to wait.

**Discipline-** Both Schools who have gone through the PBIS training have developed their school plan and will begin implementation in the fall. Administrators feel that is was a great process to develop plan with teacher buy-in.

Graduation Rate- Although the data is not out yet, the academic counselors were able to identify student that were at risk of not graduating and put plan in place, so they would graduate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The differences in the Budgeted Expenditures and Estimated Actuals:  
Facilities: There was several facility items that were unexpected. There was a power surge that burned out water pumps and caused some major repair to the water system and electrical panel. This caused the district to increase materials and supplies by \$25,900.  
Parent/Home Communication- Addition on the Parent to Home Communication System for \$5,857.96. This was an area identified need by parent surveys.  
There was an increase of meeting and notifications to parents. The supplies needed to increase parent participation was \$2,800  
The addition of the academic counselor happened in January. The cost was much less because it is shared with the two charters in the district, so the cost is shared. The later start date reflects the salary adjustment. The cost for certificated salaries in action 2 was slightly less due to the fact that this position is paid at an hourly rate and that is the difference is the amount of time needed to complete the given task.

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

No changes were made to this goal. The plan is to have more data next year to make sure the data supports what is being done and if any adjustments need to be made.

# Stakeholder Engagement

LCAP Year

2017–18  2018–19  2019–20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

The Chawanakee School District is committed to the idea that meaningful stakeholder engagement is an integral part of developing an effective strategic plan. As such the Chawanakee Unified School District used a variety of meetings and activities to involve stakeholders in the LCAP process including the discussion and review of goals, district data as well as proposed actions and services.

Community Engagement – The following groups were actively involved in the LCAP development process described below.

DISTRICT LCAP Advisory Committee - The ABC School District formed a Parent and Community LCAP Advisory Committee and this group met two times to go over the LCAP. On April 26, 2017 the final LCAP was presented to the LCAP Advisory Committee and allowed for the superintendent to post any written comments to stakeholder questions prior to the May 9, 2017 Public Hearing on the LCAP, LCFF, and budget review. The committee is comprised of parents, certificated staff, community members, principals, union representatives, the superintendent, and other district staff.

Parents and Students - In March 2017, parents and students were invited to complete a survey regarding district services and programs to determine their needs and wants.

District Staff:

- A Staff Survey was given in March to obtaining input on LCAP development.
- Labor/Management meetings were held during and the LCAP development discussed at every meeting from July 2016 through June 2017
- District staff was represented on the District LCAP Committee as noted above
- Superintendent’s Council and Principal Meetings were held monthly and LCAP was agendized each month. The LCAP and its development, including the importance of stakeholder engagement was discussed at each of these meetings. Progress reports were also given related to level of goal attainment and survey results to date.- July 2016 through June 2017

The School Board – As an integral part of the district governance team providing local accountability, the School Board has been involved in the LCAP development and approval process throughout the process.

- Monthly School Board Meetings were held.
- A Public Hearing on the LCAP was held on May 9, 2017
- The School Board adopted the LCAP on June 13, 2017

Survey Results by Constituency Group:

- Parents responding – 76

- District Staff responding – 29
- Students responding - 115
- Total Survey Responses - 220 (This is an increase of 30% over the prior years survey)

Data that was reviewed: SBAC data results, wellness policy, supplemental and Concentration budget, attendance, suspension and expulsion rates.

List of Meetings:

8/01/16- CUSD Management Meeting  
 8/8/16- NF SSC  
 8/11/16- Special Education Meeting  
 8/16/16- District Staff Meeting  
 8/17/16- SV Back to School Night  
 8/22/16- Categorical Meeting  
 8/23/16- CUSD Management Meeting  
 8/30/16- Tribal Council Meeting  
 9/2/16- MOHS back to School Night  
 9/12/16- MHS SSC Meeting  
 9/13/16- CUSD Management Meeting  
 9/27/16- CUSD Management Meeting  
 9/29/16- Classified Meeting  
 10/3/16- Cabinet Meeting  
 10/4/16- CUSD Management  
 10/10/16- Indian Education Meeting  
 10/17/16- Cabinet Meeting  
 10/31/16- Sped Staff Meeting  
 10/31/16- NF SSC  
 10/11/16- SV SSC Meeting  
 10/14/16- Cabinet Meeting  
 11/15/16- CUSD Management Meeting  
 11/17/15-Classified Meeting  
 11/28/16- Cabinet Meeting  
 11/29/16- Indian Education Meeting  
 11/29/16- CAC SSC Meeting  
 1/17/17-CAC SSC Meeting  
 1/31/17- Indian Ed Meeting  
 2/7/17-CUSD Management Meeting  
 2/7/17-CAC SSC Meeting  
 2/14/17- SV SSC Meeting  
 2/16/17-Classified Meeting  
 2/21/17-CUSD Management Meeting  
 3/6/17- Cabinet Meeting  
 3/15/17- Categorical Meeting  
 3/20/17- Cabinet Meeting  
 3/16/17- District Advisory Committee Meeting  
 3/22/17- Food Service Meeting  
 3/28/17- CAC SSC Meeting  
 3/28/17- Title VII Meeting

4/3/17- Cabinet Meeting  
 4/11/17- LCAP Meeting  
 4/18/17- CUSD Management Meeting  
 4/18/17- Spring Valley SSC Meeting  
 4/21/17- LCAP Meeting  
 4/24/17- NF SSC  
 4/26/17- District Advisory Committee Meeting  
 4/26/17- Title I Parent Meeting  
 March-May- LCAP survey for students, staff, parents and community members  
 5/1/17- Cabinet Meeting  
 5/9/17- Special Ed Meeting  
 5/09/17- Board Meeting- Public Hearing on LCAP  
 5/10/17- SV SSC Meeting  
 5/23/17- CUSD Management Meeting  
 6/13/17- Board Meeting- LCAP adoption

## IMPACT ON LCAP AND ANNUAL UPDATE

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

The input received during the process detailed above demonstrated the public's deep concern for the education of the community's children. Discussions and feedback were held based on (1) what is already in place but needs improvement, (2) what is already in place but can be eliminated, and (3) ideas for supporting student learning via the eight state priorities that should be considered but aren't already in the LCAP.

Thematically, the stakeholder feedback demonstrated that the district should prioritize its efforts as follows:

1. Improve academic achievement through professional development – State Priority 1, 2, 4, 7, & 8
2. Improve student engagement and culture – State Priority 5 & 6
3. Improve access to educational technology in an equitable manner – State Priority 2
4. Increase and improve the experience of parents and community partners to encourage more meaningful involvement in the schools. – State Priority 3

These priorities result from important feedback from stakeholders including, but not limited to the following:

Recommendations that actually resulted in modifications, additions or deletions include the following:

- Simplify how goals are measured - incorporated into all LCAP metrics used to demonstrate goal attainment- Academic goals are now represented in goal 1
- Provide positive behavior strategy training for sites – Incorporated into Goal 3
- Increase mental health support to students- Incorporated into Goal 3
- Improve academic intervention services for unduplicated pupils- incorporated into Goal 1

- Create campus environments that support acceptance and tolerance - Incorporated into Goal 3
- Provide teachers professional learning that support lessons that require critical thinking and problem solving - Incorporated into Goal 1
- Provide professional learning for available instructional technology for students and teachers - Incorporated into Goal 2
- Provide additional classroom and personal technology to support student learning - Incorporated into Goal 2
- Increase services and more closely connect school counselors to student academic and social issues - Incorporated into Goal 1
- Increase communication between parents and teachers – Incorporated into Goal 3

Specific Actions and Services added as a result of this stakeholder engagement process include:

1. The district will fully implement California State Standards including the purchase of new materials, development of district English Language Arts Curriculum, and professional development. – Goal 1
2. The Positive Behavior Intervention Support strategy will be implemented at every site in the district – Goal 3
3. Additional campus security systems will be deployed to improve school safety. – Goal 2

# 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.

New
  Modified
  Unchanged

### Goal 1

Increase student achievement through the implementation of high quality English Language Arts and Math instruction and rigorous curriculum.

[State and/or Local Priorities Addressed by this goal:](#)

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL District Benchmarks

[Identified Need](#)

Based on the review of current state assessment data and local assessments, there is an need to increase proficiency rates for students performing at grade level with a focus on low-income and students with disabilities subgroups.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Academic Indicator: ELA (Distance to Level 3)	All: 36.5 points below (Yellow category) American Indian: 86.3 points below (Red category)	Mean distance to Level 3 in to improve:  All Students: 10.5 points to 26 points below (Yellow category)  American Indian: 15 points to 71.3 points below (Orange category)	Mean distance to Level 3 in to improve:  All Students: 10.5 points to 15.5 points below (Yellow category)  American Indian: 15 points to 56.3 points below (Yellow category)	Mean distance to Level 3 in to improve:  All Students: 10.5 points to 5 points below (Green category)  American Indian: 15 points to 41.3 points below (Yellow category)
Academic Indicator: Mathematics (Distance to Level 3)	All: 48.7 points below (Yellow category)	Mean distance to Level 3 in to improve:  All Students: 8 points to 40.7 points below (Yellow category)	Mean distance to Level 3 in to improve:  All Students: 8 points to 32.7 points below (Yellow category)	Mean distance to Level 3 in to improve:  All Students: 8 points to 24.7 points below (Green category)

School Accountability Report Card	All students have access to standards-aligned instructional materials.	100% of students will have access to standards-aligned instructional materials.	100% of students will have access to standards-aligned instructional materials.	100% of students will have access to standards-aligned instructional materials.																																																								
College and Career Indicator	Data will be reported in Fall of 2017	Establish a baseline for the College and Career Indicator	Once baseline for College and Career Indicator is established goals will be set	Once baseline for College and Career Indicator is established goals will be set																																																								
iReady Assessment Scores	<p>Percentage is student on grade level or above grade level.</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Reading</th> </tr> </thead> <tbody> <tr><td>Math</td><td></td></tr> <tr><td>K</td><td>73%</td></tr> <tr><td>64%</td><td></td></tr> <tr><td>1</td><td>66%</td></tr> <tr><td>48%</td><td></td></tr> <tr><td>2</td><td>52%</td></tr> <tr><td>33%</td><td></td></tr> <tr><td>3</td><td>50%</td></tr> <tr><td>37%</td><td></td></tr> <tr><td>4</td><td>35%</td></tr> <tr><td>45%</td><td></td></tr> <tr><td>5</td><td>37%</td></tr> <tr><td>29%</td><td></td></tr> <tr><td>6</td><td>41%</td></tr> <tr><td>35%</td><td></td></tr> <tr><td>7</td><td>45%</td></tr> <tr><td>36%</td><td></td></tr> <tr><td>8</td><td>49%</td></tr> <tr><td>43%</td><td></td></tr> <tr><td>9</td><td>28%</td></tr> <tr><td>30%</td><td></td></tr> <tr><td>10</td><td>25%</td></tr> <tr><td>30%</td><td></td></tr> <tr><td>11</td><td>16%</td></tr> <tr><td>3%</td><td></td></tr> <tr><td>12</td><td>28%</td></tr> <tr><td>3%</td><td></td></tr> </tbody> </table>	Grade	Reading	Math		K	73%	64%		1	66%	48%		2	52%	33%		3	50%	37%		4	35%	45%		5	37%	29%		6	41%	35%		7	45%	36%		8	49%	43%		9	28%	30%		10	25%	30%		11	16%	3%		12	28%	3%		Increase scores on district benchmark by 5% for Kindergarten and 1st grade and by 15% for all other grades.	Increase scores on district benchmark by 5% for Kindergarten and 1st grade and by 10% for all other grades.	Increase scores on district benchmark by 5% for Kindergarten and 1st grade and by 10% for all other grades.
Grade	Reading																																																											
Math																																																												
K	73%																																																											
64%																																																												
1	66%																																																											
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2	52%																																																											
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11	16%																																																											
3%																																																												
12	28%																																																											
3%																																																												
Annual Credential Report Audit	All teachers are appropriately assigned and credentialed.	100% of teachers in the district are appropriately assigned and fully credentialed in the subject area and for the students they are teaching.	100% of teachers will implement academic content and performance standards adopted by state board.	100% of teachers will implement academic content and performance standards adopted by state board.																																																								
The implementation of state board adopted academic	100%	Maintain 100% implementation of instruction in academic	Maintain 100% implementation of instruction in academic	Maintain 100% implementation of instruction in academic																																																								

content and performance standards for all students.		content and performance standards.	content and performance standards.	content and performance standards.
Reclassification Rate- English Learner Progress	Number of English Learners in district too low for results to be reportable	The percentage of English Learners making progress towards English proficiency will increase by 2%	The percentage of English Learners making progress towards English proficiency will increase by 2% (State Title III Report)	The percentage of English Learners making progress towards English proficiency will increase by 2% (State Title III Report)
% of students completing UC/CSU Required Courses	62.8% (2016)	65%	67%	70%
AP Exam Pass Rate	28.3% (2016)	31.5%	35%	38.5%
EAP Assessments: % of Students "Ready"	ELA 35% (2016) Math 9% (2016)	ELA 40% Math 15%	ELA 45% Math 25%	ELA 50% Math 35%

**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:**

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Hire and retain teachers appropriately credentialed and assigned for all core and elective courses and special education.

**2018-19**

New  Modified  Unchanged

Hire and retain teachers appropriately credentialed and assigned for all core and elective courses and special education.

**2019-20**

New  Modified  Unchanged

Hire and retain teachers appropriately credentialed and assigned for all core and elective courses and special education.

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$3,109,230.00  
 Source Base  
 Budget Reference Certificated Salaries and Benefits

**2018-19**

Amount \$3,220,500.008  
 Source Base  
 Budget Reference Certificated Salaries and Benefits

**2019-20**

Amount \$3,355,739.00  
 Source Base  
 Budget Reference Certificated Salaries and Benefits

Action **2**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

Continued professional development for staff on best practices to increase student achievement. Develop English Language Art Curriculum including ELD standards.

Continued professional development for staff on best practices to increase student achievement.

Continued professional development for staff on best practices to increase student achievement.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$34,000
Source	Educator Effectiveness
Budget Reference	Training Costs
Amount	\$10,000
Source	Title I
Budget Reference	Model Schools Conference

**2018-19**

Amount	\$20,000
Source	Title II
Budget Reference	Training Costs
Amount	
Source	
Budget Reference	

**2019-20**

Amount	22,000
Source	Title II
Budget Reference	Training Cost
Amount	
Source	
Budget Reference	

Action **3**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Provide a comprehensive and rigorous academic program to students.  
 1. Provide access to online curriculum for all core and elective courses  
 2. Offer Advanced Placement (AP) courses to provide students with the opportunity to earn college credit  
 3. Offer dual enrollment opportunity for students to earn college credit.  
 4. Increase CTE Course offerings

**2018-19**

New  Modified  Unchanged

Provide a comprehensive and rigorous academic program to students.  
 1. Provide access to online curriculum for all core and elective courses  
 2. Offer Advanced Placement (AP) courses to provide students with the opportunity to earn college credit  
 3. Offer dual enrollment opportunity for students to earn college credit.  
 4. Increase CTE Course offerings

**2019-20**

New  Modified  Unchanged

Provide a comprehensive and rigorous academic program to students.  
 1. Provide access to online curriculum for all core and elective courses  
 2. Offer Advanced Placement (AP) courses to provide students with the opportunity to earn college credit  
 3. Offer dual enrollment opportunity for students to earn college credit.  
 4. Increase CTE Course offerings

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$13,700  
 Source Supplemental  
 Budget Reference Shoomp- online curriculum & books

**2018-19**

Amount \$13,700  
 Source Supplemental  
 Budget Reference Shoomp- online curriculum & books

**2019-20**

Amount \$13,700  
 Source Supplemental  
 Budget Reference Shoomp- online curriculum & books

**Action 4**

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)]

Location(s)

All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Provide Supports to help students be successful including for English learner access.  
 1. Continued implementation of student assessment system  
 2. Provide Literacy Aides to support ELA instruction  
 3. Provide academic counseling services

**2018-19**

New  Modified  Unchanged

Provide Supports to help students be successful including for English learner access.  
 1. Continued implementation of student assessment system  
 2. Provide Literacy Aides to support ELA instruction  
 3. Provide academic counseling Services

**2019-20**

New  Modified  Unchanged

Provide Supports to help students be successful including for English learner access.  
 1. Continued implementation of student assessment system  
 2. Provide Literacy Aides to support ELA instruction  
 3. Provide academic counseling Services

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$22,000
Source	Supplemental
Budget Reference	Student Assessment System- iReady
Amount	\$43,937
Source	Supplemental
Budget Reference	Literacy Aides
Amount	\$30,038.00
Source	College Readiness Block Grant
Budget Reference	Counselor Salary and Benefits

**2018-19**

Amount	\$22,000
Source	Supplemental
Budget Reference	Student Assessment System- iReady
Amount	\$44,815.74
Source	Supplemental
Budget Reference	Literacy Aides
Amount	\$30,638.76
Source	College Readiness Block Grant
Budget Reference	Counselor Salary and Benefits

**2019-20**

Amount	\$22,000
Source	Supplemental
Budget Reference	Student Assessment System- iReady
Amount	\$45,712.05
Source	Supplemental
Budget Reference	Literacy Aides
Amount	\$31,251.54
Source	College Readiness Block Grant
Budget Reference	Counselor Salary and Benefits

Action **5**

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

[Students to be Served](#)  All  Students with Disabilities  [Specific Student Group(s)]

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Hire and retain teachers appropriately credentialed and assigned for all core and elective courses and special education to lower class sizes in the elementary schools, one position at the high school, and to increase intervention support classes to support low income, English Learners, Foster Youth and low academic achieving students.

**2018-19**

New  Modified  Unchanged

Hire and retain teachers appropriately credentialed and assigned for all core and elective courses and special education to lower class sizes in the elementary schools, one position at the high school, and to increase intervention support classes to support low income, English Learners, Foster Youth and low academic achieving students.

**2019-20**

New  Modified  Unchanged

Hire and retain teachers appropriately credentialed and assigned for all core and elective courses and special education to lower class sizes in the elementary schools, one position at the high school, and to increase intervention support classes to support low income, English Learners, Foster Youth and low academic achieving students.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$213,730.98
Source	Supplemental
Budget Reference	Certificated Salaries and Benefits

**2018-19**

Amount	\$218,004.60
Source	Supplemental
Budget Reference	Certificated Salaries and Benefits

**2019-20**

Amount	\$222,365
Source	Supplemental
Budget Reference	Certificated Salaries and 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.

New
  Modified
  Unchanged

### Goal 2

Increase student engagement by providing all students with a safe, healthy, and secure high quality learning environment.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL

Identified Need

All school site need to provide a safe and secure learning environment to foster strong connection between student and school setting.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. School Accountability Report Card	1. All students have access to the provided standards-aligned instructional materials.	1. 100% of students in the district have sufficient access to the standards-aligned instructional materials.	1. 100% of students in the district have sufficient access to the standards-aligned instructional materials.	1. 100% of students in the district have sufficient access to the standards-aligned instructional materials.
2. Facilities Inspection Tool as reported on the School Accountability Report Card.	2. All School are in "Good" Standing	2. 100% of schools facilities are maintained in good repair. (FIT)	2. 100% of schools facilities are maintained in good repair. (FIT)	2. 100% of schools facilities are maintained in good repair. (FIT)
3. District Contract for Services	3. Cornerstone provides 5 days of services per week to schools in district and district certificated staff has contract for 90, which is 50% higher than in previous years.	3. Increase Mental Health support for students	3. Increase Mental Health support for students	3. Increase Mental Health support for students
4. Graduation Rate Indicator	4. 87.1%	4. Increase Graduation Rates by 5%	4. Increase Graduation Rates by 2%	4. Increase Graduation Rates by 2%
5. Suspension Rate Indicator	5. 6.6%	5. Reduce Suspension Rates by 2%	5. Reduce Suspension Rates by 1%	5. Reduce Suspension Rates by 1%

6. Expulsion Rate	6. 0 Expulsions	6. Maintain Expulsion Rates of 1% or less	6. Maintain Expulsion Rates of 1% or less	6. Maintain Expulsion Rates of 1% or less
7. Annual P2 Attendance Report	7. 95%	7. Increase Attendance Rate by 1%	7. Increase Attendance Rate by 1%	7. Increase Attendance Rate by 1%
8. Dropout Rate Indicator	8. 1.5%	8. Decrease High School Dropout rate to <1%	8. Decrease High School Dropout rate to <1%	8. Decrease High School Dropout rate to <1%
9. Middle School Dropout Rate Indicator	9. There are zero dropouts in middle school	9. Maintain Middle School Dropout rate	9. Maintain Middle School Dropout rate	9. Maintain Middle School Dropout rate
10. Annual Parent Survey	10. 76 parents took the annual survey	10. Increase participation rate by parents by 10 parents	10. Increase participation rate by parents by 10 parents	10. Increase participation rate by parents by 10 parents
11. Annual Survey results	11. 69%	11. Increase percent of families reporting effective communication and positive school climate on annual survey	11. Increase percent of families reporting effective communication and positive school climate on annual survey	11. Increase percent of families reporting effective communication and positive school climate on annual survey
Decrease Chronic Absenteeism Rate	TBD (November Dashboard Release)	TBD- Will be updated in November	TBD- Will be updated in November	TBD- Will be updated in November

**PLANNED ACTIONS / SERVICES**

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

**Action 1**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Facilities:  
 1. Continue to maintain a district wide priority list of facility needs.  
 2. On-going routine repairs and deferred maintenance projects are identified, monitored and completed using state rules and guidelines.

**2018-19**

New  Modified  Unchanged

Facilities:  
 1. Continue to maintain a district wide priority list of facility needs.  
 2. On-going routine repairs and deferred maintenance projects are identified, monitored and completed using state rules and guidelines.

**2019-20**

New  Modified  Unchanged

Facilities:  
 1. Continue to maintain a district wide priority list of facility needs.  
 2. On-going routine repairs and deferred maintenance projects are identified, monitored and completed using state rules and guidelines.

**BUDGETED EXPENDITURES**

**2017-18**

Amount: \$250,000  
 Source: Base  
 Budget Reference: Materials and supplies for repairs

**2018-19**

Amount: \$275,000  
 Source: Base  
 Budget Reference: Materials and supplies for repairs

**2019-20**

Amount: \$300,000  
 Source: Base  
 Budget Reference: Materials and supplies for repairs

Action **2**

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

[Students to be Served](#)  All  Students with Disabilities  [Specific Student Group(s)]

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Attendance:

1. Continue enforcing protocol for addressing chronic absenteeism
2. Continue attendance recovery program for Minarets High School

**2018-19**

New  Modified  Unchanged

Attendance:

1. Continue enforcing protocol for addressing chronic absenteeism
2. Continue attendance recovery program for Minarets High School

**2019-20**

New  Modified  Unchanged

Attendance:

1. Continue enforcing protocol for addressing chronic absenteeism
2. Continue attendance recovery program for Minarets High School

**BUDGETED EXPENDITURES**

**2017-18**

Amount

Source

Budget Reference

**2018-19**

Amount

Source

Budget Reference

**2019-20**

Amount

Source

Budget Reference

Action **3**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] Socioeconomically Disadvantaged

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

[Scope of Services](#)

LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

**2017-18**

New     Modified     Unchanged

**Health Support:**

1. Provide psychological support to students experiencing a crisis
2. Provide mental health support to at risk students including students with disabilities.
3. Provide nursing services to support site health needs and increase attendance
4. Continue to implement district-wide Wellness Policy

**2018-19**

New     Modified     Unchanged

**Health Support:**

1. Provide psychological support to students experiencing a crisis
2. Provide mental health support to at risk students including students with disabilities.
3. Provide nursing services to support site health needs and increase attendance
4. Continue to implement district-wide Wellness Policy

**2019-20**

New     Modified     Unchanged

**Health Support:**

1. Provide psychological support to students experiencing a crisis
2. Provide mental health support to at risk students including students with disabilities.
3. Provide nursing services to support site health needs and increase attendance
4. Continue to implement district-wide Wellness Policy

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$53,845
Source	Supplemental
Budget Reference	Certificated Salary
Amount	\$30,000
Source	Supplemental
Budget Reference	Cornerstone Counseling

**2018-19**

Amount	\$54,921
Source	Supplemental
Budget Reference	Certificated Salaries
Amount	\$32,000
Source	Supplemental
Budget Reference	Cornerstone Counseling

**2019-20**

Amount	\$56,020
Source	Supplemental
Budget Reference	Certificated Salaries
Amount	\$35,000
Source	Supplemental
Budget Reference	Cornerstone Counseling

Action **4**

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

[Students to be Served](#)

All     Students with Disabilities     [Specific Student Group(s)]

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Safe and Secure Campus:  
 1. Continue with Campus Security Officer for Minarets High School.  
 2. Continued training for sites on Crisis Management, Threat Assessment, and Lock Down Drills.  
 3. Continued update to district surveillance system throughout the district

**2018-19**

New  Modified  Unchanged

Safe and Secure Campus:  
 1. Continue with Campus Security Officer for Minarets High School.  
 2. Continued training for sites on Crisis Management, Threat Assessment, and Lock Down Drills.  
 3. Continued update to district surveillance system throughout the district

**2019-20**

New  Modified  Unchanged

Safe and Secure Campus:  
 1. Continue with Campus Security Officer for Minarets High School.  
 2. Continued training for sites on Crisis Management, Threat Assessment, and Lock Down Drills.  
 3. Continued update to district surveillance system throughout the district

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$7,870.00
Source	Base
Budget Reference	Classified Salary

**2018-19**

Amount	\$8,026
Source	Base
Budget Reference	Classified Salary

**2019-20**

Amount	\$8,186
Source	Base
Budget Reference	Classified Salary

Action **5**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Parent/Community Involvement:  
 1. Increase home to school communications through: website, social media, phone messenger, student information system, and newsletter  
 2. Provide opportunity to attend and serve on: School Site Council, District Advisory Committee, Surveys, and Parent Teacher Groups.

**2018-19**

New  Modified  Unchanged

Parent/Community Involvement:  
 1. Increase home to school communications through: website, social media, phone messenger, student information system, and newsletter  
 2. Provide opportunity to attend and serve on: School Site Council, District Advisory Committee, Surveys, and Parent Teacher Groups.

**2019-20**

New  Modified  Unchanged

Parent/Community Involvement:  
 1. Increase home to school communications through: website, social media, phone messenger, student information system, and newsletter  
 2. Provide opportunity to attend and serve on: School Site Council, District Advisory Committee, Surveys, and Parent Teacher Groups.

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$9,300  
 Source Supplemental  
 Budget Reference Home School Communication System

**2018-19**

Amount \$9,300  
 Source Supplemental  
 Budget Reference Home School Communication System

**2019-20**

Amount \$9,300  
 Source Supplemental  
 Budget Reference Home School Communication System

Action **6**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Discipline:  
1. Continue Training for teacher and administrators in the PBIS method and Kagan Strategies

**2018-19**

New  Modified  Unchanged

Discipline:  
1. Continue Training for teacher and administrators in the PBIS method and Kagan Strategies

**2019-20**

New  Modified  Unchanged

Discipline:  
1. Continue Training for teacher and administrators in the PBIS method and Kagan Strategies

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$2,500
Source	Title II
Budget Reference	Professional Development
Amount	\$1,000

**2018-19**

Amount	\$2,500
Source	Title II
Budget Reference	Professional Development
Amount	\$1,000

**2019-20**

Amount	\$2,500
Source	Title II
Budget Reference	Professional Development
Amount	\$1000

Action **7**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] Low Academically Performing

Location(s)  All Schools  Specific Schools:  Specific Grade spans: 7th-12th

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Graduation Rates:  
1. Continued and increase support in academic counseling for students

**2018-19**

New  Modified  Unchanged

Graduation Rates:  
1. Continued and increase support in academic counseling for students

**2019-20**

New  Modified  Unchanged

Graduation Rates:  
1. Continued and increase support in academic counseling for students

BUDGETED EXPENDITURES

**2017-18**

Amount \$0

Budget Reference Certificated Salaries-this cost is reflected in goal 1

**2018-19**

Amount \$0

Budget Reference Certificated Salaries-this cost is reflected in goal 1

**2019-20**

Amount \$0

Budget Reference Certificated Salaries-this cost is reflected in goal 1

Action **8**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Student Engagement:  
1. Increase academic, enrichment, and extra curricular activities to keep students in school. In the 2017-18 School year the district will add an enrichment program for students in K-8 and add additional extra-curricular activities to all students. The intent is for student who would not have been able to participate in the past due to financial situation or transportation to eliminate that burden.

**2018-19**

New  Modified  Unchanged

Student Engagement:  
1. Increase academic, enrichment, and extra curricular activities to keep students in school. Continue the established enrichment program for students in K-8 and add additional extra-curricular activities to all students K-12. The intent is for student who would not have been able to participate in the past due to financial situation or transportation to eliminate that burden.

**2019-20**

New  Modified  Unchanged

Student Engagement:  
1. Increase academic, enrichment, and extra curricular activities to keep students in school. Continue the established enrichment program for students in K-8 and add additional extra-curricular activities to all students K-12. The intent is for student who would not have been able to participate in the past due to financial situation or transportation to eliminate that burden.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$95,334
Source	Supplemental

**2018-19**

Amount	\$97,240
Source	Supplemental

**2019-20**

Amount	\$99,184
Source	Supplemental

Budget  
Reference

Certificated Salaries

Budget  
Reference

Certificated Salaries

Budget  
Reference

Certificated Salaries

# 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.

New
  Modified
  Unchanged

### Goal 3

Provide Students with access to technology to support 21st Century Standards and to give access to all district programs.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL

Identified Need

1. Continue to provide IT support to staff and student
2. Increase technology infrastructure to all sites to maintain student and staff use
3. Continue to update and implement new technology for student learning

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. District Inventory List	1. All students have one-to-one technology from 3rd-12th grade and class sets for TK-2	1. Increase in student technology devices	1. Maintain student access to technology	1. Maintain student access to technology
District Professional Development schedule	Teachers had one full day of training and support throughout the school year as needed.	2. Increase in staff training on technology	2. Maintain staff training on technology	2. Maintain staff training on technology
Access to a Broad Course of Study	Baseline will be established in 2017	100% of students will have access to a broad course of study, including digital access in core subjects, intervention (as needed, and CTE.	100% of students will have access to a broad course of study, including digital access in core subjects, intervention (as needed, and CTE.	100% of students will have access to a broad course of study, including digital access in core subjects, intervention (as needed, and CTE.

PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)]

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Provide technology to all students and staff.  
1. purchase technology for classrooms  
2. continue with upgrading technology infrastructure

**2018-19**

New  Modified  Unchanged

Provide technology to all students and staff.  
1. purchase technology for classrooms  
2. continue with upgrading technology throughout the district

**2019-20**

New  Modified  Unchanged

Provide technology to all students and staff.  
1. purchase technology for classrooms  
2. continue with upgrading technology infrastructure

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$116,358
Source	Supplemental
Budget Reference	Technology Devices
Amount	\$44,330.00

**2018-19**

Amount	\$120,000
Source	Supplemental
Budget Reference	Technology Devices
Amount	\$40,000

**2019-20**

Amount	\$120,000
Source	Supplemental
Budget Reference	Technology Devices
Amount	\$40,000

Source	Supplemental
Budget Reference	Technology Infrastructure

Source	Supplemental
Budget Reference	Technology Infrastructure

Source	Supplemental
Budget Reference	Technology Infrastructure

**Action 2**

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

<a href="#">Students to be Served</a>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <a href="#">[Specific Student Group(s)]</a>
<a href="#">Location(s)</a>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<a href="#">Students to be Served</a>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<a href="#">Scope of Services</a>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<a href="#">Location(s)</a>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Hire and retain qualified IT support staff to support students with technology needs. Help with access to programs provided on the internet and technology device training.

**2018-19**

New  Modified  Unchanged

Hire and retain qualified IT support staff to support students with technology needs. Help with access to programs provided on the internet and technology device training.

**2019-20**

New  Modified  Unchanged

Hire and retain qualified IT support staff to support students with technology needs. Help with access to programs provided on the internet and technology device training.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$31,554.00
Source	Supplemental

**2018-19**

Amount	\$32,185
Source	Supplemental

**2019-20**

Amount	\$33,128
Source	Supplemental

Budget Reference	Classified Salaries	Budget Reference	Classified Salaries	Budget Reference	Classified Salaries
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Action **3**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Continue and maintain a district-wide technology budget with priority list

**2018-19**

New  Modified  Unchanged

Continue and maintain a district-wide technology budget with priority list

**2019-20**

New  Modified  Unchanged

Continue and maintain a district-wide technology budget with priority list

BUDGETED EXPENDITURES

**2017-18**

Budget Reference	No Cost
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**2018-19**

Budget Reference	No Cost
------------------	---------

**2019-20**

Budget Reference	No Cost
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## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year  2017–18  2018–19  2019–20

Estimated Supplemental and Concentration Grant Funds: \$668,425

Percentage to Increase or Improve Services: 7.75%

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

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

The percentage of Unduplicated Pupils in the district is 56.43%. All funds are being expended on a district-wide basis while also principally targeting unduplicated pupils as described in the section below:

- \* Student supports for socio/emotional health.
- \* Funding Literacy Aides at all sites.
- \*Technology and support for students to access curriculum and supports digitally.
- \*Reduce class size at each school below negotiated class size ratio to target students who are low academically performing.
- \*Systematized Intervention programs and coordinators to ensure all students' needs are addressed for Response to Intervention and Instruction. Positive Behavior Intervention Systems (PBIS), and other Alternate Means of Correction (Alternatives to Suspension), Family Engagement, and other supports so that systems and structures are consistent throughout the district while also prioritizing unduplicated students needing these interventions.
- \*Expanding Student Engagement and Enrichment Program to K-8 sites. Research shows that students that are engaged in school, primarily in elementary and middle school, have higher academic achievement, more positive behaviors, and a sense of belonging, so they might remain in school.

The Chawanakee Unified School District team reviewed Educational Theory around the reasoning to systematize services. Research supports the systematic implementation and data systems for accountability and monitoring of supports throughout the year. Our stakeholders and evaluation data demonstrates the need for systematized levels of intervention and support. One promising approach to the systemic and sustained implementation of these practices is school-wide interventions targeted to the students that need them through a layered intervention model.

# Revised Local Control and Accountability Plan and Annual Update Template 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. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. 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 Education Code. 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, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark 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/fg/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. 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. Education Code 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. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code 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, mark 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, mark 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

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. 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 contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services 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 checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, 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 indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “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 selecting “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.

#### **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 scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

**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 mark “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 selecting “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:**

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” 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.
- Check “Unchanged” 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 check “Unchanged” 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 *Education Code* 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 mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section 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 5 CCR 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 15496(a)(7).

Consistent with the requirements of 5 CCR 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 for English Language Arts
  - b. Mathematics – Common Core State Standards for Mathematics
  - c. English Language Development
  - 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 UC or 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 CELDT;
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under 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 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 *Education Code* 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 *California Code of Regulations*, title 5, 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 *Education Code* 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 *Education Code* 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 *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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 *Education Code* sections 42238.01 and bgroups as defined in 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 *Education Code* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* 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?

## LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	7,763,881.15	7,411,520.53	4,120,726.98	4,244,331.11	7,514,488.05	15,879,546.14
	0.00	99,057.40	1,000.00	1,000.00	1,000.00	3,000.00
Base	6,814,727.00	6,421,550.60	3,367,100.00	3,503,526.01	3,663,925.00	10,534,551.01
College Readiness Block Grant	0.00	10,216.00	30,038.00	30,638.76	3,125,154.00	3,185,830.76
Educator Effectiveness	0.00	34,000.00	34,000.00	0.00	0.00	34,000.00
Other	18,500.00	0.00	0.00	0.00	0.00	0.00
Supplemental	875,045.15	640,771.49	676,088.98	686,666.34	699,909.05	2,062,664.37
Title I	32,000.00	180,756.04	10,000.00	0.00	0.00	10,000.00
Title II	0.00	0.00	2,500.00	22,500.00	24,500.00	49,500.00
Title VI	23,609.00	25,169.00	0.00	0.00	0.00	0.00

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

<b>Total Expenditures by Object Type</b>						
<b>Object Type</b>	<b>2016-17 Annual Update Budgeted</b>	<b>2016-17 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	7,763,881.15	7,411,520.53	4,120,726.98	4,244,331.11	7,514,488.05	15,879,546.14
	7,763,881.15	7,411,520.53	4,120,726.98	4,244,331.11	7,514,488.05	15,879,546.14

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

<b>Total Expenditures by Object Type and Funding Source</b>							
<b>Object Type</b>	<b>Funding Source</b>	<b>2016-17 Annual Update Budgeted</b>	<b>2016-17 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	All Funding Sources	7,763,881.15	7,411,520.53	4,120,726.98	4,244,331.11	7,514,488.05	15,879,546.14
		0.00	99,057.40	1,000.00	1,000.00	1,000.00	3,000.00
	Base	6,814,727.00	6,421,550.60	3,367,100.00	3,503,526.01	3,663,925.00	10,534,551.01
	College Readiness Block Grant	0.00	10,216.00	30,038.00	30,638.76	3,125,154.00	3,185,830.76
	Educator Effectiveness	0.00	34,000.00	34,000.00	0.00	0.00	34,000.00
	Other	18,500.00	0.00	0.00	0.00	0.00	0.00
	Supplemental	875,045.15	640,771.49	676,088.98	686,666.34	699,909.05	2,062,664.37
	Title I	32,000.00	180,756.04	10,000.00	0.00	0.00	10,000.00
	Title II	0.00	0.00	2,500.00	22,500.00	24,500.00	49,500.00
	Title VI	23,609.00	25,169.00	0.00	0.00	0.00	0.00

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

<b>Total Expenditures by Goal</b>				
<b>Goal</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
<b>Goal 1</b>	3,476,635.98	3,569,659.11	6,806,670.05	13,852,965.14
<b>Goal 2</b>	451,849.00	482,487.00	514,690.00	1,449,026.00
<b>Goal 3</b>	192,242.00	192,185.00	193,128.00	577,555.00
<b>Goal 4</b>	0.00	0.00	0.00	0.00
<b>Goal 5</b>	0.00	0.00	0.00	0.00
<b>Goal 6</b>	0.00	0.00	0.00	0.00
<b>Goal 7</b>	0.00	0.00	0.00	0.00
<b>Goal 8</b>	0.00	0.00	0.00	0.00

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