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

2018-19



Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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	Contact Name and Title	Email and Phone
Merced River Union Elementary School District	Richard Lopez Superintendent/Principal	rlopez@msd.us 209-358-5679

2017-20 Plan Summary

The Story

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

The Merced River Union Elementary School District is a very small district consisting of 10 teachers and 11 support staff. The district is comprised of a very rural farming setting in Merced County. The Superintendent/principal is responsible for all administrative duties of the TK-8 school district. At the present time, there are approximately 178 students in the district. We were able to maintain our enrollment for two consecutive years. The Merced River School District, specifically Washington School is located in Northern California, about 14 miles from the City of Merced, California. The site is located in the extremely small and rural agricultural communities of Snelling and Winton. Students

attending Merced River Union Elementary School District are offered transportation, however a number of students from the surrounding area are driven to and from by a parent or guardian. The district offers a food service program and we cook all lunch meals. We have approximately 70 students who attend our schools with inter-district agreements from nearby districts.

The school's educational goals are driven by the California State Standards. The staff, board, and site council all believe it is imperative that students receive an education that follows the standards. At the present time, teachers are striving to integrate the Language Arts and Mathematics Standards into all areas of the curriculum. They fully realize the importance of teaching to standards for the good of the students and the overall achievement of the district. The staff and community are determined to close the achievement gap, which seems to have increased (based on the 2017 CAASPP scores) for our sub-groups.

Merced River Union Elementary School District relies on Merced County Office of Education for consulting services in the areas of curriculum, staff development, technology, and leadership. Annually, the superintendent/principal, staff, board and community members update and determine the staff development needs for the school year. The topics and focus of the staff development days have included; classroom management, ELL differentiated instruction, RTI (Response to Intervention), model, integration of technology, Language Arts and Math seminars, and assessment and interventions. The superintendent/principal will continue to work with local agencies to engage our staff in the ongoing discussion about methods for reaching our ELL students as well as our continuous attempt to teach to the standards while using a variety of innovative teaching practices.

LCAP Highlights

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

For the 2017/18 school year, we were able to provide extra services in the area of language arts and mathematics by utilizing support staff to help close the achievement gap for our English Language Learners, Foster Youth, and Low Income students. We were able to hire additional teachers to maintain lower class sizes in all grade levels and to also provide one teacher per grade level to help carry out the instructional programs. We continued to have early release days weekly in order to support staff development on various instructional opportunities to better meet the needs of our diverse population, especially our subgroups. The district was able to provide ASSETS after school program for all students through the Merced County Office of Education employ an additional After School Program staff to provide targeted services for our students needing intervention or homework supports. One of the additional needs specified by the stakeholders was to seek our counseling services for our students; the district has been in collaboration with Sierra Vista to provide such services.

The district is very proud that by combining campuses we have grown in student population by over 30 students since the 2016-2017 school year. This allowed us to eliminate combination classes in order to provide all students with the grade level content in all subject areas. All of the teachers in the district are considered as Highly Qualified and carry out a standards-based rigorous curriculum in all grade levels. In collaboration with the Merced County Office of Education, the Merced River staff have been provided with professional development on various ELA/ELD/MATH strategies to better support students, especially our English Language Learners. The district continues to use the Renaissance Language Arts and Math assessments to progress monitor student achievement

and although not all students are making significant progress; we have seen growth throughout the year. The district was able to hire a full-time Resource Support teacher to provide Intervention support to all students on Individualized Education Plans and also all EL students, as well as those having academic challenges; this was provided on a daily basis to those needing support. The district was able to qualify for the Merced County Office of Education ASSETS After school program and served approximately 60 students daily. Students in the After School Program are provided with additional support as needed. The district has been able to take our 6th-8th-grade students on various campus tours of higher education campuses to allow students to experience college life. We are also very proud that all of our 8th-grade students graduate yearly.

In the coming years, the district intends to continue the great work it is doing to support student learning and send all students to various universities, local colleges, and various trade schools. The ultimate goal is to prepare students with the skills needed to succeed in high school and apply these skills to further their education or enter the workforce with a skill. The district is committed to working with the high school district to ensure that we collaborate and prepare the students with the best education possible with the various learning skills needed to thrive. We believe that with the current educational program that we have established for our students and with the addition of the Multi-Tiered Systems of Support (MTSS) and the focus on Positive Behavioral Interventions and Supports, that we will help each student reach their potential and succeed in life.



Review of Performance

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

Greatest Progress

Our overall 2017 scores on the Language Arts CAASPP scores showed we had declined significantly 16.7 points and were in the Low range showing that we were 30.8 points below Level 3. Our overall math scores were in the Low range and declined significantly 17.7 points. Our English Learner Progress was in the Medium range at 70% and showed that those scores Maintained at -1.4%. The district's overall suspension has remained at the Very Low range and maintained the suspension rate at zero. The district teachers and staff are aware of the decrease in scores from the previous year and have taken proactive approaches to remedy those. We have partnered with Merced County Office of Education to provide a variety of instructional support services across all curricular areas. Our local assessment data indicates that students are making steady progress towards grade level proficiency and above, but that data is not reflective of the local results when compared to the state assessments. The district may consider piloting a more rigorous assessment that is directly correlated with the state assessments.

Our stakeholder input has continued to increase due to a greater number of engagement opportunities provided by the district. The district has sent out quarterly updates to all stakeholders as well as sent out several surveys inquiring about the school's progress and soliciting suggestions or ideas as to how we can improve student outcomes. The district continues to have minimal attendance concerns. We have been able to send our students to various college and university tours and this will continue to be a focus for the coming years.

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

Greatest Needs

Based on the California DashBoard, we have several areas that are in the Orange. Overall student's performance scores in Language Arts were in the Low category and 30.8 points below Level 3. Our district decreased on these scores from the previous year thus resulting in all of our students are in Low/Orange range. The data reflects our English Learners at 69.9 points below Level 3, our Socioeconomic Disadvantaged at 41.7 points below Level 3 and our Hispanic students at 44.1 points below Level 3. The district will continue to provide Professional Development to all staff on best instructional practices/strategies to help us better support all students, especially those in our subgroups.

Our overall student's performance scores in Math were in the Low category or Yellow at 59.8 points below Level 3. We decreased on these scores from the previous year and all of our students were in the Low/Orange range. The data reflects that our English Learners scored in the low category (yellow) at 86.6 points below Level 3, our Socioeconomic Disadvantaged were at 71.7 points below Level 3 and our Hispanic students were at 73.1 points below Level 3. The district will continue to

provide Professional Development to all staff on best instructional practices/strategies to help us better support all students, especially those in our subgroups.

Due to the overall scores for all students in the Orange/Low range, including the various subgroups, in both ELA and Math, we will continue to provide additional instructional support to all teachers in the areas of Math and Reading to best support ALL students, especially our English Language Learners. The district will provide an additional after school program aide to provide small group intervention as needed.

The District has received the Multi-Tiered Systems of Support (MTSS) Grant and will use the funding to implement the Positive Behavioral Interventions and Supports (PBIS) for the 2018-2019 school year. The District will work with the Merced County Office of Education to carry out the PBIS.

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

Based on the California DashBoard data, we have No Gaps. The district's overall LOW performance levels in both ELA and Math for ALL groups justifies that the District needs to provide ongoing Professional Development to all staff. The professional development will focus on effective teaching strategies, especially those that will best support English Learners. To address the Performance Gap, the district's LCAP includes the following actions and services:

- Continued staff development for supporting English Learners in TK-8: LCAP Goal 1
- ELL students identified for support in ELA and/or Math will be supported via qualified staff: LCAP Goal 2
- The district will look to hire additional resource support staff for our students on IEP's
- Continue providing ASSETS After School Tutorial to support struggling students: LCAP Goal 2

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

Increased or Improved services

1. Continued staff development on Effective Instructional Practice to better support All students with a focus on English Learners in TK-8 (Goals 1 and 2)
2. Hire additional support staff (classroom aides) in order to provide intervention support for struggling students (Goal 2)
3. Continue to contract with Sierra Vista counselors to provide various counseling services to students (Goal 3)

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$2,109,438.00

Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$387,500.00

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

The district has approximately $1,721,938 of its funding set aside for the following that may not be covered in the LCAP Goals/Expenditures:

1. Cost of base programs or general cost of overhead.
2. Contributions to other programs not included in LCAP. (Facilities/Transportation/Special Education)
3. Certificated and classified salaries and statutory benefits not included in LCAP

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$1,918,300.00

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

Assure that all students will be provided with access to State Standard curriculum and materials. Additionally, the district will maintain a safe and well-maintained campus.

State and/or Local Priorities addressed by this goal:

State Priorities:
- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Facilities maintained as measured by annual FIT tool **17-18** Maintain a safe and well-maintained campus. The district will use the FIT Tool in order to keep a rating of "good." **Baseline** Good	Our school buildings and site has maintained the ranking of "GOOD" as per the Facility Inspection Tool (FIT). Our Maintenance staff keeps our buildings looking its best and conduct monthly site walk-throughs to address and correct any and all findings in order to keep our ranking as good.
Metric/Indicator Unduplicated Students Programs and Services **17-18** 100% unduplicated students will have access to all district provided programs and services.	All of our students in TK-8th have access to all district-provided programs.

Expected	Actual
Baseline 100% of unduplicated students will have access to all school programs and services.	
Metric/Indicator Course Access- Exceptional Needs **17-18** 100% of students with exceptional needs will have access to all district provided programs and services. **Baseline** All students with exceptional needs will have access to all district provided programs and services.	100% of our students who are identified as having special needs have access to all district provided programs and services.
Metric/Indicator The implementation of state board adopted academic content and performance standards (ALL Students) **17-18** 100% of students, including 100% English Learners, will have access to the ELA/ELD standards and content knowledge. **Baseline** 100% of students, including 100% English Learners, will have access to the ELA/ELD standards and content knowledge.	100% of students, including 100% English Learners, continue to have access to the ELA/ELD standards and contentknowledge.
Metric/Indicator Appropriately Assigned Teachers **17-18** 100% Appropriately Assigned Teachers **Baseline** Appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.	All teachers continue to be Appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.
Metric/Indicator English learner progress **17-18** 100% of Teachers will be observed implementing integrated ELD strategies. **Baseline** 100% of Teachers will be observed implementing integrated ELD strategies.	All of our teachers continue to be observed implementing integrated ELD strategies as per our walk-through tool.
Metric/Indicator Broad Course of Study	All Students will continue to have 100% access to core academic courses taught by highly qualified instructors and based on State Standards.

Expected	Actual
17-18 All Students will continue to have 100% access to core academic courses taught by highly qualified instructors and based on State Standards. **Baseline** 100% access to a broad course of study at all sites.	
Metric/Indicator Sufficient core instructional materials as measured by annual board resolution of **17-18** 100% of Tk-8 Students will have access to Common Core in the areas of Language Arts and Math. **Baseline** 100%	All of our TK-8 Students have access to State Standards aligned materials in the areas of Language Arts and Math.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Invest in technology and infrastructure. The district will continue to infuse technology into the curriculum and will need to provide students and staff with the tools/devices to support this. This will include the purchase of additional iPads for grade K-5.	The district budgeted for the purchase of Ipads and Chromebooks for all TK-8. TK-5 would access Ipads and 6th-8th would access Chromebooks. The district did not see a need for the purchase of the additional resources for the year, but will budget for these purchases for the following school year.	The district did not expend these funds, but will look at purchasing additional tech devices for the coming year. 4000-4999: Books And Supplies Base 10,000.00	The district did not purchase additional Ipads this year. Not Applicable 0

Action 2

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

Purchase additional Chromebooks/ technology tools as needed to ensure each student has access in grades 6-8.	The district budgeted for the purchase of Chromebooks for all 6-8. The district purchased additional resources for the year.	The district did not expend these funds, but will look at purchasing additional tech devices for the coming year. 4000-4999: Books And Supplies Base 10,000.00	Cost of 30 Chrome books. 4000-4999: Books And Supplies Base 6500.00

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide TIP Support for qualifying teachers.	The district provided TIP Support for 2 teachers that qualified.	1000-1999: Certificated Personnel Salaries Base 10,000.00	

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The district will maintain a safe and learning environment in order to create a positive learning environment for all students and staff.	The district was able to maintain a safe learing environment and was able to do by hiring an additional bus drive to relieve the MOT Supervisor to focus on the upkeep of the campus and ensure that it was also safe.	These funds were used to provide support for the MOT Department. 2000-2999: Classified Personnel Salaries Base 5,000.00	Cost of support for MOT Department. 2000-2999: Classified Personnel Salaries Base 5000.00

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase Adopted Materials in ELA/ELD and Math. The district will look to adopt state-adopted materials.	The district adopted the ELA and Math Curricula for all grade levels.	The district purchased the online version of the ELA program for all 6th-8th. The district also purchased additional ELA materials for TK-5. The district also used the funds to photocopy its own Math Units and materials for each student in TK-8 as well as teachers. 4000-4999: Books And Supplies Base 20,000.00	Purchased materials and resources as needed. 4000-4999: Books And Supplies Base 8,000

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Train staff on the Next Generation Science Standards, Framework and provide Professional Development on the standards.	The district was able to pilot a NGSS aligned program for 6th-8th grades only. The district also provided NGSS PD to all TK-8th grade staff from the county staff as part of the contract.	Professional Development and NGSS training for all. 1000-1999: Certificated Personnel Salaries Base 5,000.00	Professional Development and NGSS for all. 1000-1999: Certificated Personnel Salaries Base 5,000

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase EL Intervention and supplemental materials to better support our Core ELA and Math programs.	The district did not expend these funds for the purchase of EL Intervention and supplemental materials. However, the district was able to provide all TK-8 teachers with Professional Development on the Effective English Learner Strategies.	EL Interventions and Supplementals 4000-4999: Books And Supplies Supplemental and Concentration 5,000.00	The district did not expend these funds. 4000-4999: Books And Supplies Supplemental and Concentration 0

Analysis

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

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

Overall the district implemented all actions and services associated with meeting LCAP Goal #1. The district is focused on continuing to provide a teacher per grade level for the coming year as we continue to integrate the new state standards aligned curriculum in the areas of Math and ELA. We believe that our ability to hire a teacher per grade level will better prepare students for the next grade levels. In grades 6-8, the ELA curriculum is online via Chromebooks and the district will continue to use LCAP funds to purchase additional Chromebooks. Additionally, funds will be used to purchase Ipads for the lower grades.

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

The district hired a teacher per grade level in order to provide all students at each grade level with grade level curriculum. With the integration of a rigorous academic program in both ELA and Math, the state test scores from the previous year is a reflection of the district providing grade level content in the core areas. The standards based curriculum in these areas are TK-8 programs that build on concepts learned from previous years.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Although, material differences in estimated actual and budgeted expenditures were not evident, the district did not expend all of the funds associated with the actions and services.

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 substantial changes to this goal will be made this year since we will be on the third year of using the new ELA and Math curriculum. The district will look into providing ongoing professional development to target standards based curriculum for the Next Generation Science Standards. The LCAP will reflect possible additional expenses due to purchase of additional ChromebookiPads and licensing for the 6th-8th grade online curriculum.

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 2

Raise Reading and Math scores for all students including English Language Learners

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Foster Youth will be provided with support services as needed. **17-18** All Foster Youth will be provided with school based services. **Baseline** 100%	All students identified as Foster Youth had access to school based services.
Metric/Indicator CAASPP Assessment- ELA **17-18** The number of students meeting the status of "standard met" or "standard exceeded" on the Language Arts CAASPP assessment will increase each year. **Baseline** Students reaching 'standard met' or 'standard exceeded' will increase by 5%.	The number of students meeting the status of "standard met" or "standard exceeded" on the Language Arts CAASPP assessment did not increase this past year as compared from the previous year.

Expected	Actual
Metric/Indicator CAASPP Assessment-MATH **17-18** Students reaching 'standard met' or 'standard exceeded' on the CAASPP Math Assessment will increase by 5%. **Baseline** Students reaching 'standard met' or 'standard exceeded' will increase by 5%	The number of students meeting the status of "standard met" or "standard exceeded" on the Math CAASPP assessment did not increase this past year as compared from the previous year.
Metric/Indicator CELDT/ELPAC Reclassification **17-18** Student being Reclassified as RFEP annually will increase by 5%. **Baseline** Student being Reclassified as RFEP annually will increase by 5%.	The district did not reclassify any students to RFEP status due to the new English Learner assessment, the ELPAC. The district will use the data from the ELPAC as the new measuring tool to reclassify students for the 2018-2019 school year.
Metric/Indicator The number of students needing intervention services will be decreased annually by 10%. **17-18** The number of students needing any intervention for grade level achievement will decrease by 10% based on assessment data. **Baseline** -10%	Based on the CAASPP data from 2017, the district saw an increase of students needing intervention supports. Although students may not be on an Individualized Education Plan, the district provided school-based services to help those identified in need.
Metric/Indicator English learner progress **17-18** Increase EL Scores for All EL Students **Baseline** 35% of the students who took the CELDT test on 2016-2017 qualified for reclassification.	The district did not measure the English Learner progress for 2017-2018 due to using the new EL assessment, the ELPAC for 2017-2018. The district will use the data from the ELPAC as the new measuring tool to measure students growth.

Actions / Services

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

Action 1

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
The district will hire a full time resource support specialist to better support students on IEPs or provide school-based services for students needing additional support.	The district was able to hire an RSP teacher to support students on IEP's and provided school-based support for students in need.	Hire an RSP Teacher 1000-1999: Certificated Personnel Salaries Base 50,000.00	Additional Teacher 1000-1999: Certificated Personnel Salaries Base 50000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The district will hire additional teachers in order to have one per grade level to provide grade level specific curriculum at each grade level.	The district was able to maintain its staffing and provide all students with 1 teacher per grade level.	Hire 2 teachers to maintain 1 per grade level 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 100,000.00	Teacher Salaries 0001-0999: Unrestricted: Locally Defined Supplemental and Concentration 100,000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Any student identified as Foster Youth will be provided with additional supports via the Resource Teacher.	Any student that was identified as Foster Youth had access to our RSP for services/support.	Student Support 0000: Unrestricted Base 0	None needed 0000: Unrestricted Base 0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide summer school and tutorial services for students identified in need of intervention support.	The district did not have a sufficient number of students who were interested in summer school.	There were no expenditures for this action/service. 1000-3999: Salaries and Benefits Supplemental and Concentration 30,000.00	There were no expenditures for this action/service. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0

Action 5

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
The district will hire support staff/maintain Instructional aides, as needed, to support combo classes.		2000-2999: Classified Personnel Salaries Supplemental and Concentration 25,000.00	

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The district will purchase various intervention support programs and monitor their effectiveness to determine next steps.		4000-4999: Books And Supplies Supplemental and Concentration 5,000.00	

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.

Overall the district implemented all actions and services associated with meeting LCAP Goal #2. The district is focused on continuing to support to all students identified as 'grade level' from the STAR assessments in ELA and Math. We were able to provide the ASSETS After School Program support services to all students, but focused on those in need of extra support. One of the actions that we were not able to achieve was to provide summer school; the district campus underwent a modernization project and did not offer summer school.

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

Overall, we our STAR Assessment scores in both ELA and Math demonstrated that our students made annual progress from Quarter 1 to Quarter 4, but we still have at least 50% of our students that did not make the minimum of being considered on grade level in both subject areas tested. We were able to provide intervention support to students not on grade level in grade levels 1st-3rd.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were some difference in the budgeted and actual expenditures. The majority of the difference was due to not providing a summer school program.this past year. Additionally, we had no students identified as Foster Youth and did not expend the budgeted funds for that action.

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 substantial changes to this goal will be made this year since we will be on the third year of using the STAR Assessment system to identify students needing support. We continue to have success with all of our 8th graders meeting the graduation requirements. Additionally, our EL students have shown consistent growth as measured by the STAR ELA and Math and we continual to provide them the needed support to help them become proficient in the English language.

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 3

Prepare Students to be High School, College, Trade School or Career ready. Partner with families to insure all students are ready for their High School Transition.

State and/or Local Priorities addressed by this goal:

State Priorities:
- [x] Priority 2: State Standards (Conditions of Learning)
- [x] Priority 3: Parental Involvement (Engagement)
- [x] Priority 4: Pupil Achievement (Pupil Outcomes)
- [x] Priority 5: Pupil Engagement (Engagement)
- [x] Priority 6: School Climate (Engagement)
- [x] Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Parent Engagement - Unduplicated Pupils **17-18** Promote Parental Participation in programs for Unduplicated students **Baseline** Increase annually, via log-in, parental participation of parents of unduplicated students by inviting them to participate on various school committees and attend all school events.	As our ADA maintained this past year, we saw a gradual increase in parent participation on school committees and school events.
Metric/Indicator Parent Engagement - Students with Exceptional Needs	As our ADA maintained this past year, we saw a gradual increase in parent participation on school committees and school events.

Expected	Actual
17-18 Promote parental participation of parents of students with exceptional needs to access all school programs, services and committees **Baseline** Increase annually, via log-in, parental participation of parents of students with exceptional needs by inviting them to participate on various school committees and attend all school events.	
Metric/Indicator Chronic absenteeism **17-18** Keep chronic absenteeism at 0% **Baseline** For 2017-2018 through 2019-2020, the district will keep the Chronic Absenteeism percentage at 0%.	The district's chronic absenteeism remained at 0%.
Metric/Indicator Drop Out Rate **17-18** Maintain a 0% dropout rate. The district has been successful in having no students drop-out and would like to keep that percentage **Baseline** Maintain the drop-out rate at 0%.	The district maintained its drop-out rate at 0%.
Metric/Indicator Suspension rates **17-18** Keep expulsion rate at 0% and reduce suspension rate by 2% from previous school year. **Baseline** The district will keep the expulsion rate at 0% and the reduce the suspension rate by 2%.	The district had a suspension rate of 0%.
Metric/Indicator College/career readiness **17-18** 8th Grade students will visit a college campus and or a career business partner each year. **Baseline** 100% of 8th graders will visit a college campus and/or a business partner	All 6th - 8th grade students visited 2 college campuses this year.

Expected	Actual
Metric/Indicator Parent Engagement - Participation **17-18** Increase in Parent Participation by 5% based on volunteer logs. **Baseline** Increase in Parent Participation by 5% based on volunteer logs.	The district had an increase of 5% of parent participation this year.
Metric/Indicator Parent Engagement - LCAP **17-18** There will be a 5% increase of parents who will be included in the decision making process on all LCAP related actions. **Baseline** There will be a 5% increase of parents who will be included in the decision making process on all LCAP related actions.	The district met this outcome and included parent al/stakeholder input on all LCAP decisions.
Metric/Indicator School climate **17-18** School Climate survey will reflect an increase in pupil, parent, and teacher satisfaction regarding school climate/connectedness/safety. **Baseline** 70% of School Climate Survey responses will reflect Parental, Teacher and Student Satisfaction and Connectedness with the school as well as feeling safe at school and increase by 2% per year for a 17-18 goal of 72%, 18-19 goal of 74% and a 19-20 goal of 76%	The district did not measure the school climate for the 2017-2018 school year, but will use administer the Healthy Kids Survey for the 2018-219 school year.
Metric/Indicator Average Daily Attendance **17-18** Maintain ADA of 96% or above. **Baseline** The district will keep the Average Daily Attendance at 96%.	The district's ADA remained above 96% for the 17-18 year.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The district will purchase the AERIES Student Information System to better monitor all student and school information.	The district purchased the AERIES Student Information System.	AERIES SSID and PD 5000-5999: Services And Other Operating Expenditures Base 30,522.00	Purchased AERIES and PD 5000-5999: Services And Other Operating Expenditures Base 20,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All students in grade 6-8 will visit various high school campuses, 2 and 4 year colleges/universities, be provided opportunities to attend various student-centered conferences and also participate in Robotics classes.	All students in 6th-8th grades visited Merced College and Fresno State University.	Bus Driver 2000-2999: Classified Personnel Salaries Base 5,000.00	Bus Driver 2000-2999: Classified Personnel Salaries Base 1,000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The district will contract services with Sierra Vista counseling services to provide students with the supports they may need to help with the transition to high school.	The district provided Sierra Vista services for students who were identified as in need of support counseling services.	Sierra Vista counseling services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 35,000.00	Sierra Vista Counseling Services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 32,000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Promote professional development directly tied to integration of technology.	The district contracted with the county to provide Google technology professional development for all staff and also provided training for 8th graders.	Google Technology services for staff and students. 5800: Professional/Consulting Services And Operating Expenditures Base 10,000.00	Technology services and PD. 5800: Professional/Consulting Services And Operating Expenditures Base 1000

	The cost of the county services was not as high as anticipated and therefore were able to provide all staff and 8th graders with 1 day of professional development in the area of technology integration.	The district did not expend these budgeted funds. 1000-1999: Certificated Personnel Salaries Base 10,000.00	The funds were not expended. 1000-1999: Certificated Personnel Salaries Base 0

Analysis

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

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

Overall the district implemented all actions and services associated with meeting LCAP Goal #3. We are seeing positive results in our ADA, chronic absenteeism, drop out rates, etc. All of our 8th graders graduated and will move on to their respective high schools. We were able to use the data from the 2016-2017 School Climate Survey to address specific parent/staff/community needs and will continue to do so for the coming year. Our 6th-8th graders were taken on several trips to expose them to higher learning institutions.

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

The district was able to achieve the various components in the actions and services.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences in estimated actual and budgeted expenditures were not evident.

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 substantial changes to this goal will be made this year since we will be on the fourth year of the LCAP and we are having success in achieving this goal. The district values the importance of attendance and will continue to improve the various incentives to motivate students to attend daily.

Stakeholder Engagement

LCAP Year: **2018-19**

Involvement Process for LCAP and Annual Update

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

The Merced River School District is committed to stakeholder engagement and views all stakeholder input as an integral part of developing an effective strategic plan. The 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.

LCAP Advisory Committee (LCAPAC) - The MRSD LCAP Advisory Committee (LCAPAC) was established this year in order to consolidate the various stakeholders groups. The LCAPAC is comprised of teachers, parents of both EL students and non EL students, classified members and administration. The LCAPAC was developed in order to merge the school site council and English learner advisory council. The Merced River School District is a small rural district and oftentimes finds itself struggling to have enough members to fulfill the various committees. In June 2017, the final LCAP was presented to the LCAP Committee. Questions or comments will be addressed before the public hearing on the LCAP, LCFF, and budget review. The committee is comprised of parents, certificated and classified staff, community members, site administration, MRTA representatives, and the superintendent.

Parents and Students - The district provided all parents with a copy of the LCAP and also had it available on the district website for all stakeholders. The administration met with the Associated Student Body at the monthly meetings to solicit information from students as to what they wanted to see in the LCAP to improve the overall school environment for them. The district also discussed the LCAP and the Actions and Services at the Back to School Night, Winter Program, Parent Club Breakfast and Open House. During the Open House, the district distributed updated information on the LCAP and also provided parents with opportunities at the event for ideas as to how we could improve student outcomes. LCAP surveys were mailed home and the district gathered all data and used it to make recommendations/suggestions for the 2018-2019 LCAP.

The Community at Large – The district has mailed home quarterly updates on the progress of its goals, actions, and services. The district also has the LCAP Plan posted on the website and updates all stakeholders. Additionally, the district sent out an LCAP survey consisting of approximately 15 questions. The questions inquired about additional actions or services to better improve student services. The district used the data gathered and presented it to its LCAP Advisory group for consideration as possible additions to the LCAP. Additionally, the district took advantage of various community events in order to update the community on the LCAP and any pressing issues concerning education.

District Staff - The district conducted bi-monthly faculty meetings in order to update and obtain input on the LCAP development. These meetings were held every month. The LCAP development and the progress were reviewed at each meeting in the 2017-2018 school year.

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 year. The LCAP was discussed and board members were updated on monthly on the progress of the LCAP. Since the district is a small district, the LCAP development/updates were agendized at various meetings. The new LCAP draft and template were presented as information at the April board meeting. The LCAP Plan was presented to the board at the June 11th meeting with consideration for adoption at the June 18th meeting. The School Board adopted the LCAP on June 18th.

Merced River Teachers Association (MRTA)- The MRTA was provided with monthly updates on the LCAP throughout the year. Their input was also included in the LCAP.

Classified Union- The district does not have a classified union, but classified personnel input was included in the LCAP.

Survey Results - The district did not send out the district survey for the 2017-2018 school year but will do so for the 2018-2019 school year. I

Impact on LCAP and Annual Update

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

The information collected during the year from all stakeholder meetings, school board meetings, student body meetings, and district surveys reflected that the various additional needs of the district. Although we are a small rural district, the stakeholders as a whole would like for the district to look into providing similar services that larger districts offer such as arts and music, expanded access to technology and band. The LCAPAC meetings focused on several key questions to improve the LCAP: (1) What changes need to be made/improved?, (2) What is currently in place but can be eliminated, and (3) Are there other recommendations to best support student learning/outcomes?

Stakeholder engagement feedback showed that the district should prioritize its efforts as follows:

1. Increase and improve the experience of parents and community partners to encourage more meaningful involvement in the schools. – State Priority 3

2. Improve academic achievement – State Priority 4

3. Pupil Engagement- State Priority 5

4. Improve campus climate and culture – State Priority 6

These priorities are a direct result of the feedback and engagement from our stakeholders including, but not limited to the following:

- Provide positive behavior strategy (PBIS) training for our district – Incorporated into Goal 3
- Continue to provide teachers with greater professional learning that support lessons that require critical thinking and problem solving – Goals 1, 2
- Continue to provide additional academic support opportunities for students during class time and after school – Incorporated into Goal 2
- Continue to provide additional professional learning for available instructional technology for students and teachers – Incorporated into Goal 2
- Increase communication between parents and teachers – Incorporated into Goal 3

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

1. Continue to contract counseling services with Sierra Vista– Goal 3

2. Additional instructional aides will be added to support students needing intervention for Reading, Math or Engish Language Development – 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.

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

Unchanged Goal

Goal 1

Assure that all students will be provided with access to Common Core curriculum and materials in all grades TK-8. All students will held to the Common Core Standards and will be taught by quality common core trained staff.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Full Implementation of the Common Core Curriculum and Assessment in TK - 8th Grades

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Facilities maintained as measured by annual FIT tool	Good	Maintain a safe and well-maintained campus. The district will use the FIT Tool in order to keep a rating of "good."	Maintain a safe and well-maintained campus. The district will use the FIT Tool in order to keep a rating of "good."	Maintain a safe and well-maintained campus. The district will use the FIT Tool in order to keep a rating of "good."
Unduplicated Students Programs and Services	100% of unduplicated students will have access to all school programs and services.	100% unduplicated students will have access to all district	100% unduplicated students will have access to all district	100% unduplicated students will have access to all district

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		provided programs and services.	provided programs and services.	provided programs and services.
Course Access-Exceptional Needs	All students with exceptional needs will have access to all district provided programs and services.	100% of students with exceptional needs will have access to all district provided programs and services.	100% of students with exceptional needs will have access to all district provided programs and services.	100% of students with exceptional needs will have access to all district provided programs and services.
The implementation of state board adopted academic content and performance standards (ALL Students)	100% of students, including 100% English Learners, will have access to the ELA/ELD standards and content knowledge.	100% of students, including 100% English Learners, will have access to the ELA/ELD standards and content knowledge.	100% of students, including 100% English Learners, will have access to the ELA/ELD standards and content knowledge.	100% of students, including 100% English Learners, will have access to the ELA/ELD standards and content knowledge.
Appropriately Assigned Teachers	Appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.	100% Appropriately Assigned Teachers	100% Appropriately Assigned Teachers	100% Appropriately Assigned Teachers
English learner progress	100% of Teachers will be observed implementing integrated ELD strategies.	100% of Teachers will be observed implementing integrated ELD strategies.	100% of Teachers will be observed implementing integrated ELD.	100% of Teachers will be observed implementing integrated ELD.
Broad Course of Study	100% access to a broad course of study at all sites.	All Students will continue to have 100% access to core academic courses taught by highly qualified instructors and based on State Standards.	All Students will continue to have 100% access to core academic courses taught by highly qualified instructors and based on State Standards	All Students will continue to have 100% access to core academic courses taught by highly qualified instructors and based on State Standards
Sufficient core instructional materials as measured by annual board resolution of	100%	100% of Tk-8 Students will have access to Common Core in the	100% of Tk-8 Students will have access to Common Core in the	100% of Tk-8 Students will have access to Common Core in the

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		areas of Language Arts and Math.	areas of Language Arts and Math.	areas of Language Arts and Math.

Planned Actions / Services

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

Action 1

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

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

Specific Student Groups: Grades Tk-5

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

All Schools
Specific Grade Spans: TK - 5

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Invest in technology and infrastructure. The district will continue to infuse technology into the curriculum and will need to provide students and staff with the tools/devices to support this. This will	Invest in technology and infrastructure. The district will continue to infuse technology into the curriculum and will need to provide students and staff with the tools/devices to support this. This will	Invest in technology and infrastructure. The district will continue to infuse technology into the curriculum and will need to provide students and staff with the tools/devices to support this. This will

include the purchase of additional iPads for grade K-5.	include the purchase of additional iPads for grade K-5.	include the purchase of additional iPads for grade K-5.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	10,000.00	10,000.00	10,000.00
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 2

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Specific Student Groups: 6-8 grade	All Schools Specific Grade Spans: 6-8 grade

OR

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Purchase additional Chromebooks/ technology tools as needed to ensure each student has access in grades 6-8.	Purchase additional Chromebooks/ technology tools as needed to ensure each student has access in grades 6-8.	Purchase additional Chromebooks/ technology tools as needed to ensure each student has access in grades 6-8.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	10,000.00	10,000.00	10,000.00
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 3

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Provide TIP Support for qualifying teachers.	Provide TIP Support for qualifying teachers.	Provide TIP Support for qualifying teachers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	10,000.00	10,000.00	10,000.00
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 4

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The district will maintain a safe and learning environment in order to create a positive learning environment for all students and staff.	The district will maintain a safe and learning environment in order to create a positive learning environment for all students and staff.	The district will maintain a safe and learning environment in order to create a positive learning environment for all students and staff.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5,000.00	5,000.00	5,000.00
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Action 5

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Purchase Adopted Materials in ELA/ELD and Math. The district will look to adopt state-adopted materials.	The district will review the effectiveness of state adopted materials in ELA/ELD and Math and make a necessary purchase of supplemental materials to support the core programs.	The district will review the effectiveness of state adopted materials in ELA/ELD and Math and make a necessary purchase of supplemental materials to support the core programs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	20,000.00	20,000.00	20,000.00
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 6

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Train staff on the Next Generation Science Standards, Framework and provide Professional Development on the standards.	Provide ongoing Professional Development for all staff on the NGSS Standards and Framework. Pilot of NGSS science materials for future adoption.	Preview the NGSS Science Curriculum and decide which program will best meet the needs of the district.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5,000.00	7,000.00	10,000.00
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 7

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Purchase EL Intervention and supplemental materials to better support our Core ELA and Math programs.	Purchase and review the effectiveness of the EL Intervention and supplemental materials and purchase additional materials to better support our Core ELA and Math programs.	Review the effectiveness of the EL Intervention and supplemental materials and purchase additional materials to better support our Core ELA and Math programs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5,000.00	7,500.00	10,000.0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 2

Raise the standards, focus on raising reading and math scores for all students including English Language Learners .

More intervention support for Math and English by offering tutorials and summer school.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Increase student success in ELA, math, science and literacy.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Foster Youth will be provided with support services as needed.	100%	All Foster Youth will be provided with school based services.	All Foster Youth will be provided with school based services.	All Foster Youth will be provided with school based services.
CAASPP Assessment-ELA	Students reaching 'standard met' or 'standard exceeded' will increase by 5%.	The number of students meeting the status of "standard met" or "standard exceeded" on the Language Arts CAASPP assessment will increase each year.	The number of students meeting the status of "standard met" or "standard exceeded" on the Language Arts CAASPP assessment will increase each year.	The number of students meeting the status of "standard met" or "standard exceeded" on the Language Arts CAASPP assessment will increase each year.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP Assessment-MATH	Students reaching 'standard met' or 'standard exceeded' will increase by 5%	Students reaching 'standard met' or 'standard exceeded' on the CAASPP Math Assessment will increase by 5%.	Students reaching 'standard met' or 'standard exceeded' on the CAASPP Math Assessment will increase by 5%.	Students reaching 'standard met' or 'standard exceeded' on the CAASPP Math Assessment will increase by 5%.
CELDT/ELPAC Reclassification	Student being Reclassified as RFEP annually will increase by 5%.	Student being Reclassified as RFEP annually will increase by 5%.	Student being Reclassified as RFEP annually will increase by 5%.	Student being Reclassified as RFEP annually will increase by 5%.
The number of students needing intervention services will be decreased annually by 10%.	-10%	The number of students needing any intervention for grade level achievement will decrease by 10% based on assessment data.	The number of students needing any intervention for grade level achievement will decrease by 10% based on assessment data.	The number of students needing any intervention for grade level achievement will decrease by 10% based on assessment data.
English learner progress	35% of the students who took the CELDT test on 2016-2017 qualified for reclassification.	Increase EL Scores for All EL Students	Increase EL Scores for All EL Students	Increase EL Scores for All EL Students

Planned Actions / Services

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

Action 1

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

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

X Students with Disabilities

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

X All Schools

OR

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The district will hire a full time resource support specialist to better support students on IEPs or provide school-based services for students needing additional support.	The district will hire a full time resource support specialist to better support students on IEPs or provide school-based services for students needing additional support.	The district will hire a full time resource support specialist to better support students on IEPs or provide school-based services for students needing additional support.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	50,000.00	55,000.00	60,000.00
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 2

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The district will hire additional teachers in order to have one per grade level to provide grade level specific curriculum at each grade level.	The district will hire additional teachers in order to have one per grade level to provide grade level specific curriculum at each grade level.	The district will hire additional teachers in order to have one per grade level to provide grade level specific curriculum at each grade level.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	100,000.00	110,000.00	115,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 3

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Specific Student Groups: Foster Youth Support	All Schools

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Any student identified as Foster Youth will be provided with additional supports via the Resource Teacher.	Any student identified as Foster Youth will be provided with additional supports via the Resource Teacher.	Any student identified as Foster Youth will be provided with additional supports via the Resource Teacher.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Action 4

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide summer school and tutorial services for students identified in need of intervention support.	The District will look to provide summer school and tutorial services for students identified in need of intervention support.	The District will look to provide summer school and tutorial services for students identified in need of intervention support.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	30,000.00	33,000.00	35,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-3999: Salaries and Benefits	1000-3999: Salaries and Benefits	1000-3999: Salaries and Benefits

Action 5

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

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

OR

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The district will hire support staff/maintain Instructional aides, as needed, to support combo classes.	The district will hire support staff/maintain Instructional aides, as needed, to support combo classes.	The district will hire support staff/maintain Instructional aides, as needed, to support combo classes.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	25,000.00	25,000.00	25,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Action 6

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

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

OR

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The district will purchase various intervention support programs and monitor their effectiveness to determine next steps.	Provide additional professional development on the various interventions being used to maximize their effectiveness.	Provide additional professional development on the various interventions being used to maximize their effectiveness.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5,000.00	5,000.00	5,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 3

Take students on field trips to universities and local businesses to see what lies ahead.

Individual student career plans will be developed.

Create articulation agreements with local community colleges as well as with high schools .

Invest in technology and infrastructure.

State and/or Local Priorities addressed by this goal:

State Priorities:
- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Prepare students to be high school, college and career ready

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Engagement - Unduplicated Pupils	Increase annually, via log-in, parental participation of parents of unduplicated students by inviting them to	Promote Parental Participation in programs for Unduplicated students	Promote Parental Participation in programs for Unduplicated students	Promote Parental Participation in programs for Unduplicated students

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	participate on various school committees and attend all school events.			
Parent Engagement - Students with Exceptional Needs	Increase annually, via log-in, parental participation of parents of students with exceptional needs by inviting them to participate on various school committees and attend all school events.	Promote parental participation of parents of students with exceptional needs to access all school programs, services and committees	Promote parental participation of parents of students with exceptional needs to access all school programs, services and committees	Promote parental participation of parents of students with exceptional needs to access all school programs, services and committees
Chronic absenteeism	For 2017-2018 through 2019-2020, the district will keep the Chronic Absenteeism percentage at 0%.	Keep chronic absenteeism at 0%	Keep chronic absenteeism at 0%	Keep chronic absenteeism at 0%
Drop Out Rate	Maintain the drop-out rate at 0%.	Maintain a 0% dropout rate. The district has been successful in having no students drop-out and would like to keep that percentage	Maintain a 0% dropout rate. The district has been successful in having no students drop-out and would like to keep that percentage	Maintain a 0% dropout rate. The district has been successful in having no students drop-out and would like to keep that percentage
Suspension rates	The district will keep the expulsion rate at 0% and the reduce the suspension rate by 2%.	Keep expulsion rate at 0% and reduce suspension rate by 2% from previous school year.	Keep expulsion rate at 0% and reduce suspension rate by 2% from previous school year.	Keep expulsion rate at 0% and reduce suspension rate by 2% from previous school year.
College/career readiness	100% of 8th graders will visit a college campus and/or a business partner	8th Grade students will visit a college campus and or a career business partner each year.	8th Grade students will visit a college campus and or a career business partner each year.	8th Grade students will visit a college campus and or a career business partner each year.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Engagement - Participation	Increase in Parent Participation by 5% based on volunteer logs.	Increase in Parent Participation by 5% based on volunteer logs.	Increase in Parent Participation by 5% based on volunteer logs.	Increase in Parent Participation by 5% based on volunteer logs.
Parent Engagement - LCAP	There will be a 5% increase of parents who will be included in the decision making process on all LCAP related actions.	There will be a 5% increase of parents who will be included in the decision making process on all LCAP related actions.	There will be a 5% increase of parents who will be included in the decision making process on all LCAP related actions.	There will be a 5% increase of parents who will be included in the decision making process on all LCAP related actions.
School climate	70% of School Climate Survey responses will reflect Parental, Teacher and Student Satisfaction and Connectedness with the school as well as feeling safe at school and increase by 2% per year for a 17-18 goal of 72%, 18-19 goal of 74% and a 19-20 goal of 76%	School Climate survey will reflect an increase in pupil, parent, and teacher satisfaction regarding school climate/connectedness/safety.	School Climate survey will reflect an increase in pupil, parent, and teacher satisfaction regarding school climate/connectedness/safety.	School Climate survey will reflect an increase in pupil, parent, and teacher satisfaction regarding school climate/connectedness/safety.
Average Daily Attendance	The district will keep the Average Daily Attendance at 96%.	Maintain ADA of 96% or above.	Maintain ADA of 96% or above.	Maintain ADA of 96% or above.

Planned Actions / Services

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

Action 1

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

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

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

All	

OR

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The district will purchase the AERIES Student Information System to better monitor all student and school information.	The district will provide ongoing Professional Development for all staff on the AERIES Student Information System to better monitor all student and school information.	The district will provide ongoing Professional Development for all staff on the AERIES Student Information System to better monitor all student and school information.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	30,522.00	10,000.00	10,000.00
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 2

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

X All	Specific Grade Spans: 6,7,8

OR

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
All students in grade 6-8 will visit various high school campuses, 2 and 4 year colleges/universities, be provided opportunities to attend various student-centered conferences and also participate in Robotics classes.	All students in grade 6-8 will visit various high school campuses, 2 and 4 year colleges/universities, be provided opportunities to attend various student-centered conferences and also participate in Robotics classes.	All students in grade 6-8 will visit various high school campuses, 2 and 4 year colleges/universities, be provided opportunities to attend various student-centered conferences and also participate in Robotics classes.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5,000.00	15,000.00	15,000.00
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Action 3

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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

OR

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The district will contract services with Sierra Vista counseling services to provide students with the supports they may need to help with the transition to high school.	The district will contract services with Sierra Vista counseling services to provide students with the supports they may need to help with the transition to high school.	The district will contract services with Sierra Vista counseling services to provide students with the supports they may need to help with the transition to high school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	35,000.00	45,000.00	50,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 4

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Promote professional development directly tied to integration of technology.	Promote professional development directly tied to integration of technology.	Promote professional development directly tied to integration of technology.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	10,000.00	10,000.00	20,000.00
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures
Amount	10,000.00	10,000.00	10,000.00
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount			10,000.00
Source			Base
Budget Reference			1000-1999: Certificated Personnel Salaries

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$418,613.00	30.68%

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).

Continued staff development on Effective Instructional Practice to better support All students with a focus on English Learners in TK-8 (Goals 1 and 2)

Hire additional teachers in order to have 1 teacher per grade level in order to better carry out the curriculum and keep class sizes below 25 (Goal 2)

Hire additional support staff/aides in order to provide intervention support for struggling students (Goal 2)

Provide on-going AERIES Student Information system Staff Development (Goal 3)

Continue to Contract with Sierra Vista counselors to provide various counseling services to students (Goal 3)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$330,715.00	25.84%

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).

Continued staff development on Effective Instructional Practice to better support All students with a focus on English Learners in TK-8 (Goals 1 and 2)

Hire additional teachers in order to have 1 teacher per grade level in order to better carry out the curriculum and keep class sizes below 25 (Goal 2)

Hire additional support staff/aides in order to provide intervention support for struggling students (Goal 2)

Provide on-going AERIES Student Information system Staff Development (Goal 3)

Continue to Contract with Sierra Vista counselors to provide various counseling services to students (Goal 3)

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.
When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.
In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the 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; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.
For those services being provided on an LEA-wide basis:

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

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

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

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

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

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

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

A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

(a) "Chronic absenteeism rate" shall be calculated as follows:
  (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  (3) Divide (1) by (2).

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

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

(d) "High school graduation rate" shall be calculated as follows:
  (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  (2) The total number of cohort members.
  (3) Divide (1) by (2).

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	365,522.00	228,500.00	365,522.00	387,500.00	430,000.00	1,183,022.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	165,522.00	96,500.00	165,522.00	162,000.00	190,000.00	517,522.00
Supplemental and Concentration	200,000.00	132,000.00	200,000.00	225,500.00	240,000.00	665,500.00

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

Total Expenditures by Object Type						
Object Type	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	365,522.00	228,500.00	365,522.00	387,500.00	430,000.00	1,183,022.00
0000: Unrestricted	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	0.00	100,000.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	175,000.00	55,000.00	175,000.00	192,000.00	215,000.00	582,000.00
1000-3999: Salaries and Benefits	30,000.00	0.00	30,000.00	33,000.00	35,000.00	98,000.00
2000-2999: Classified Personnel Salaries	35,000.00	6,000.00	35,000.00	45,000.00	45,000.00	125,000.00
4000-4999: Books And Supplies	50,000.00	14,500.00	50,000.00	52,500.00	55,000.00	157,500.00
5000-5999: Services And Other Operating Expenditures	65,522.00	52,000.00	65,522.00	55,000.00	60,000.00	180,522.00
5800: Professional/Consulting Services And Operating Expenditures	10,000.00	1,000.00	10,000.00	10,000.00	20,000.00	40,000.00
Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	All Funding Sources	365,522.00	228,500.00	365,522.00	387,500.00	430,000.00	1,183,022.00
0000: Unrestricted	Base	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Supplemental and Concentration	0.00	100,000.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	75,000.00	55,000.00	75,000.00	82,000.00	100,000.00	257,000.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	100,000.00	0.00	100,000.00	110,000.00	115,000.00	325,000.00
1000-3999: Salaries and Benefits	Supplemental and Concentration	30,000.00	0.00	30,000.00	33,000.00	35,000.00	98,000.00
2000-2999: Classified Personnel Salaries	Base	10,000.00	6,000.00	10,000.00	20,000.00	20,000.00	50,000.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	25,000.00	0.00	25,000.00	25,000.00	25,000.00	75,000.00
4000-4999: Books And Supplies	Base	40,000.00	14,500.00	40,000.00	40,000.00	40,000.00	120,000.00
4000-4999: Books And Supplies	Supplemental and Concentration	10,000.00	0.00	10,000.00	12,500.00	15,000.00	37,500.00
5000-5999: Services And Other Operating Expenditures	Base	30,522.00	20,000.00	30,522.00	10,000.00	10,000.00	50,522.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	35,000.00	32,000.00	35,000.00	45,000.00	50,000.00	130,000.00
5800: Professional/Consulting Services And Operating Expenditures	Base	10,000.00	1,000.00	10,000.00	10,000.00	20,000.00	40,000.00
Not Applicable		0.00	0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Goal						
Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	65,000.00	24,500.00	65,000.00	69,500.00	75,000.00	209,500.00
Goal 2	210,000.00	150,000.00	210,000.00	228,000.00	240,000.00	678,000.00
Goal 3	90,522.00	54,000.00	90,522.00	90,000.00	115,000.00	295,522.00

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