LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bitterwater-Tully Union Elementary School District
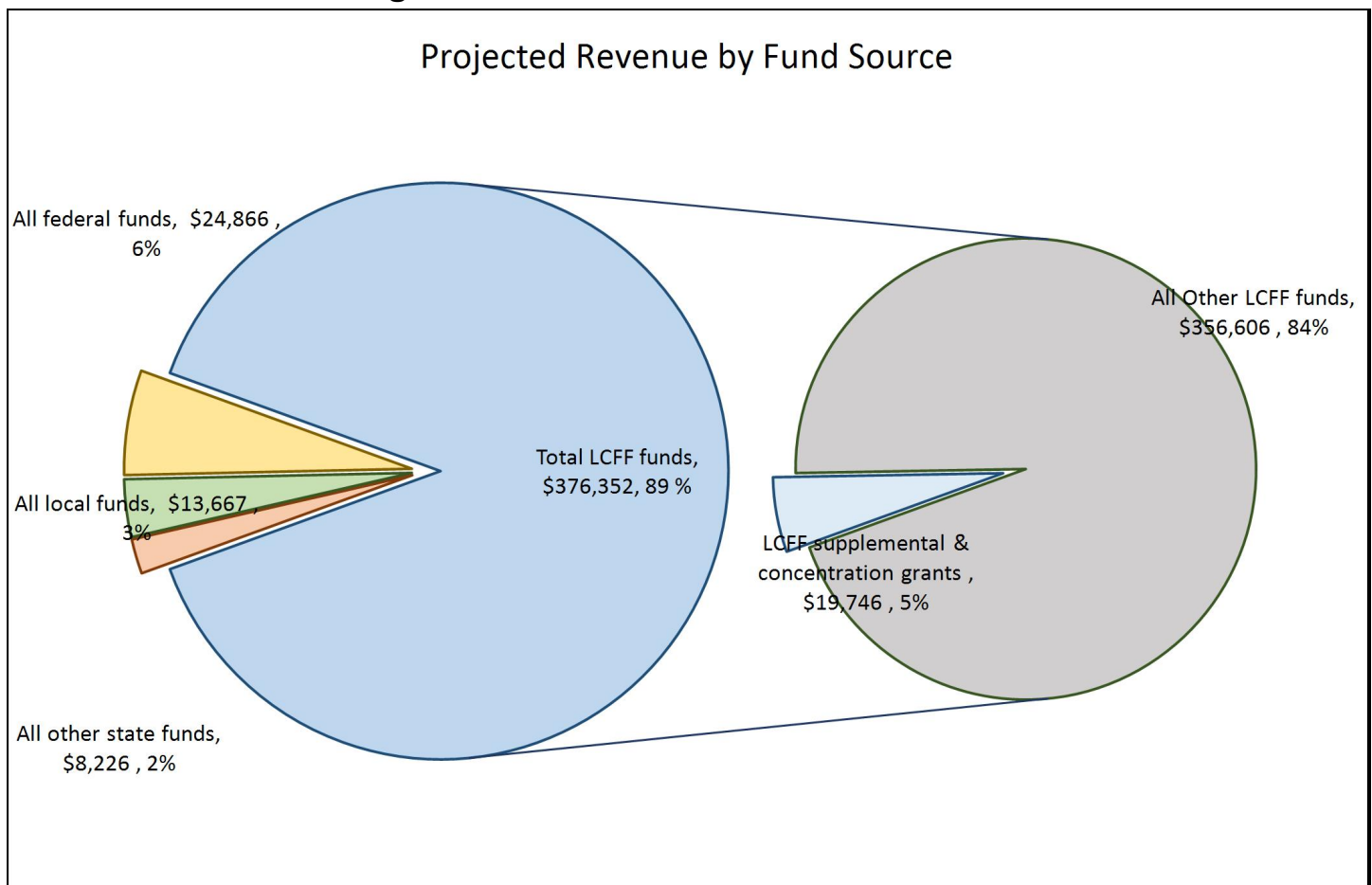
CDS Code: 35-67454-6035000

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Candace Brewen, Principal/TK-3 Teacher

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

Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

All federal funds, $24,866 , 6%

All Other LCFF funds, $356,606 , 84%

All local funds, $13,667 , 3%

Total LCFF funds, $376,352, 89 %

LCFF supplemental & concentration grants , $19,746 , 5%

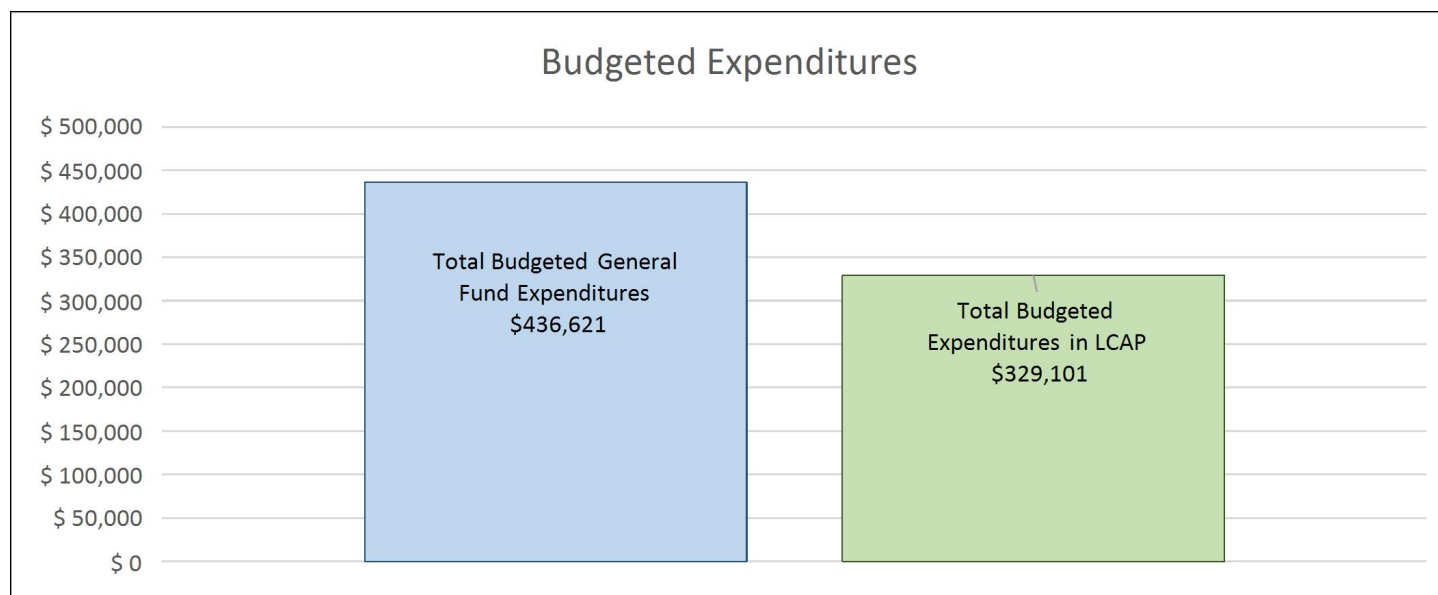All other state funds, $8,226 , 2%

This chart shows the total general purpose revenue Bitterwater-Tully Union Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Bitterwater-Tully Union Elementary School District is $423,111, of which $376,352.00 is Local Control Funding Formula (LCFF), $8,226.00 is other state funds, $13,667.00 is local funds, and $24,866.00 is federal funds. Of the $376,352.00 in LCFF Funds, $19,746.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures

Total Budgeted General Fund Expenditures
$436,621

Total Budgeted Expenditures in LCAP
$329,101

This chart provides a quick summary of how much Bitterwater-Tully Union Elementary School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Bitterwater-Tully Union Elementary School District plans to spend $436,621.00 for the 2019-20 school year. Of that amount, $329,101.00 is tied to actions/services in the LCAP and $107,520 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Transportation and Operating expenditures such as fuel, propane, phone, electricity, internet, etc. are not included in the LCAP.
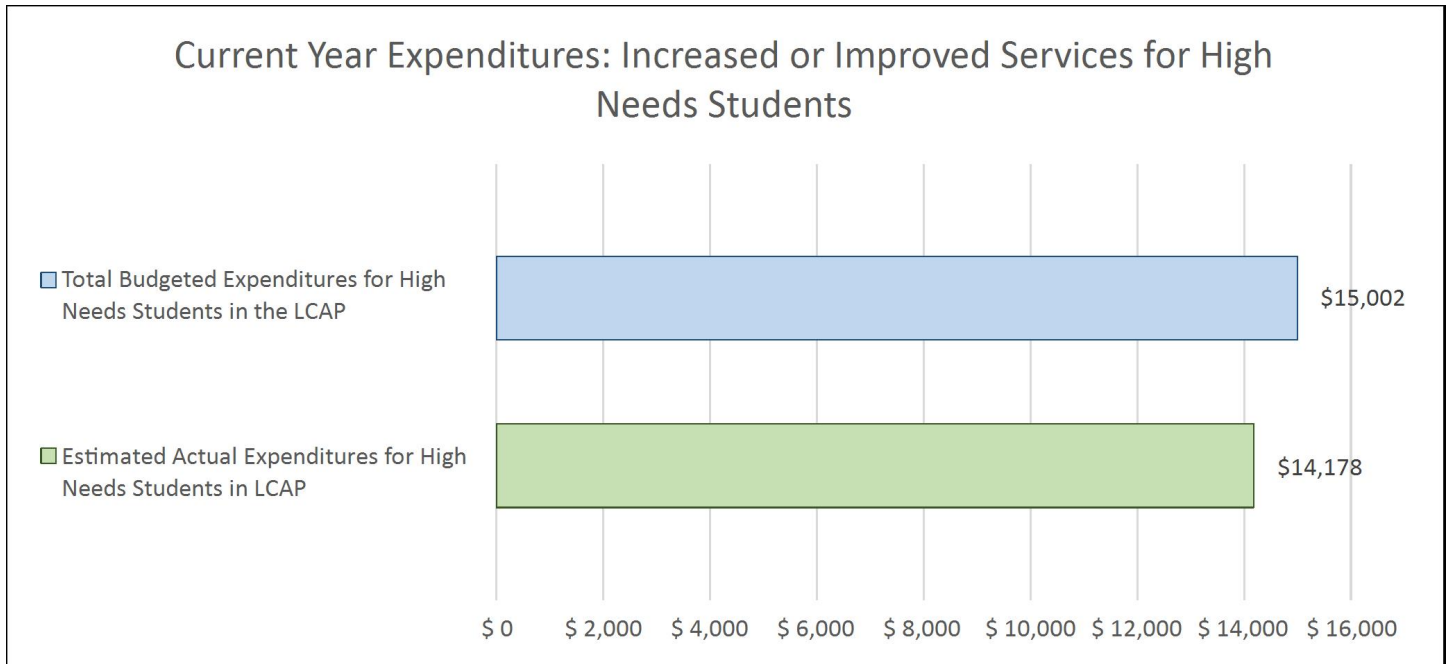
Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Bitterwater-Tully Union Elementary School District is projecting it will receive $19,746.00 based on the enrollment of foster youth, English learner, and low-income students. Bitterwater-Tully Union Elementary School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Bitterwater-Tully Union Elementary School District plans to spend $17,350.00 on actions to meet this requirement.

The additional improved services described in the LCAP include the following:
Our budgeted expenditures is less than our projected funds as we are researching and evaluating ELD programs to meet the needs of multi-graded classrooms.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students

□ Total Budgeted Expenditures for High Needs Students in the LCAP — $15,002

□ Estimated Actual Expenditures for High Needs Students in LCAP — $14,178

$0 $2,000 $4,000 $6,000 $8,000 $10,000 $12,000 $14,000 $16,000

This chart compares what Bitterwater-Tully Union Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Bitterwater-Tully Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Bitterwater-Tully Union Elementary School District's LCAP budgeted $15,002.00 for planned actions to increase or improve services for high needs students. Bitterwater-Tully Union Elementary School District estimates that it will actually spend $14,178.00 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of $-824 had the following impact on Bitterwater-Tully Union Elementary School District's ability to increase or improve services for high needs students:
Our textbooks/consumables cost was slightly less. We did not have to purchase as many hardcover textbooks and online components as anticipated.

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Bitterwater-Tully Union Elementary School District	Candace Brewen Principal/TK-3 Teacher	cbrewen@sbcoe.org (831)385-5339

2017-20 Plan Summary
The Story
Describe the students and community and how the LEA serves them.

Bitterwater-Tully Union School District is a small, single-school, rural district in the southern most part of San Benito County. Most year, our student population ranges from 28-32 students. For the 2018-19 school year, we have 38 students attending our school. The district has 28 percent English Language Learners and 16 percent low income students. We did not have any Foster Youth this school year. Two percent of students receive Special Education Services. The overall unduplicated count is 13 students. Seventy-nine percent of our students attend school on an inter-district transfer agreement. The single-school district employs two credentialed teachers.

The Bitterwater community is comprised of several ranching families. Their children and grandchildren have attended Bitterwater-Tully School. Majority of the people in the community are retired.

The mission of the Bitterwater-Tully Union Elementary School District, in partnership with home and community, is to challenge every student to learn the skills, acquire the knowledge, and develop the insight and character necessary for a productive and rewarding life through a quality instructional program, a positive, safe, stimulating "small school" environment, with a clear commitment to the worth of every individual. The LCAP goals are designed to implement the mission of our school district.

LCAP Highlights

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

The purpose of the Bitterwater Tully Union School District is to provide an equal educational opportunity for each student to become a productive member of a diverse and changing society and to reach his/her full potential.

The district defines education as the total formal and informal learning of a student, both in and out of school. The district defines schooling as the process of being taught in a school or a school-related setting. It is the responsibility of the district to create the conditions at school which are necessary for learning. Ultimately learning is controlled by the individual.

The district will provide formal schooling for all students of public school age. The district will strive to provide schooling which recognizes and accommodates the diversity of each student's needs, interests, and abilities. It is committed to achieving excellence in all programs.

The district recognizes that the responsibility for education is not its alone, but a shared responsibility.

EDUCATIONAL GOALS

Goal 1: The school district is committed to providing excellence through programs which:

1. Provide education which prepares the student for high school and beyond;
2. Develop curricula which provide the foundation and motivation for lifelong learning;
3. Provide learning experiences students will enjoy and remember.
4. Ensure ongoing program evaluation;
5. Adapt the school program and curricula as needed;
6. Expose students to diverse, challenging and broadening experiences;
7. Maximize use of district resources for student and program needs; and
8. Offer opportunities for staff development.

Goal 2: The school district is committed to developing the student's individual potential by providing programs which:

1. Develop intellectual and creative potential;
2. Develop physical, mental and emotional health;
3. Develop effective communication, problem solving and decision-makings skills;
4. Develop critical thinking;
5. Promote good attendance, study habits, and a self-disciplined use of time;
6. Develop the ability to make use of leisure time productively;
7. Expose students to practical occupational experiences and living skills;
8. Promote understanding of personal relationships; individual, family and society; and
9. Provide individual guidance and counseling.

Goal 3: The school district recognizes that schools belong to the community and shall provide programs which:

1. Maximize use of school and community facilities and resources;
2. Foster an understanding and appreciation for Bitterwater's rural setting;
3. Foster an understanding of the local, state, and national communities;
4. Develop skills for effective involvement in group decision-making.

LCAP GOALS:

Goal 1 : Improve academic achievement for all students.

Goal 2 : Increase Parental Involvement in their child's/children's education.

Goal 3 : Bitterwater-Tully School will enhance the school safety and climate for students and staff to increase student engagement and success.

Review of Performance

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

Greatest Progress

One of our greatest progresses is the parental and community support given to Bitterwater-Tully School. When school years have been fiscally tough, our parents/community members and PTF have stepped up to help support our school. This year we had parent workdays where parents helped with prepping for the school year, helping with upkeep for the school grounds, and setting up for school events. School Climate and parental involvement continued to increase this school year. We also had parents donate school, office, and kitchen supplies which saved the school a considerable amount of money. All students had access to school supplies and backpacks are available for low-income or foster youth students. After the upper grades students attending the San Benito County STEAM Science Fair, we decided to hold a STEAM parent education night.   The 4th-8th grade class made posters for the event. We had stations where students demonstrated a couple of different Science experiments and the 4th-8th class displayed their Science Fair projects. The Technology piece was a slide show displaying our activities throughout the school year. For Engineering, we had a station where you build a structure that would hold a paper cup. The Art portion displayed the students' entries for the Salinas Valley Fair. For Mathematics, we had a questions and answer session and gave parents informational handouts on different math concepts.

This year we started using the Remind app to improve parent communication to send texts/emails to parents regarding upcoming events. We were able to send out attachments and important information. Parents could use the app to ask questions, inform the staff if a child was ill, and quickly retrieve information previously sent. We set up a link for the school and one for the TK-3 Class and the 4th-8th Class.

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

Greatest Needs

The greatest need for our school is to improve our Smarter Balanced scores in Math and Language Arts.

In 2016, 19 students scored in the Math Dashboard are in the Red Performance Category with Low (37.1 points below level 3), Declined Significantly (16.9 points.) In 2017, 18 students Math scores were in the Yellow Category with Low (30.3 points below level 3), Increased (6.8 points) making a slight improvement. In 2018, 25 students scored in the Math Dashboard 45.3 points below standard, declined by 15 points.

In 2018 with 25 students tested, ELA Dashboard results were 2.2 points below standard, maintained 0.1 points.

Bitterwater-Tully School has increased technology time so all students are using computers/Ipads on a bi-weekly basis. Students in Third through Eighth grades continued to take the Smarter Balanced Practice Tests several times over the school year. We have used a variety of online supplemental resources to strengthen students skills such as math facts practice, Starfall, Footsteps 2 Brilliance,

Think Central online manipulatives for Math in Focus curriculum, and IXL. Struggling students will be receive support using the MTSS Tiered Intervention Matrix guideline. For 2019-2020 we will be using ST Math and Star 360 purchased through the Low-Performing Students Block Grant.

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

Performance Gaps

We do not have the data due to the number of students enrolled in Bitterwater-Tully School.

Any student below grade level in Language Arts/Mathematics based upon the CAASPP testing and local benchmarks will be assigned intervention to bring the student up to grade level. A variety of strategies and technology will be used to promote student engagement and success. CAASPP data showed a decline in Math. Staff is participating in Math Professional Development to strengthen teaching strategies to reach all students. CAASPP ELA data scores were maintained. We are continuing to build vocabulary and comprehension skills using a variety of methods such as having K-3 Vocabulary Journals, technology time to address specific standards using IXL, and having students use the Think-Pair-Share strategy.

Extra one-on-one support and extra technology time is given to unduplicated students to reinforce concepts they are learning.

Comprehensive Support and Improvement

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

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Not applicable

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

Improve academic achievement for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Professional Development classes, workshops, webinars are ongoing depending upon needs and demographics of student enrollment. 2. NCLB 3. All Students will have a sufficient textbooks/consumables per the Williams Report. 4. Williams Report 5. Individual CELDT/ELPAC Scores 6. The number of students who move up a CELDT/ELPAC level 7. SBAC Scores 8. Students will receive a broad course of study.	1. Staff attended a variety of professional development classes including Math in Focus workshops, Literacy in the Age of MTSS, Epi-Pen Training, LCAP Meetings, and Principal Meetings. 2. The school continued to staff teachers that met the California Credentialing Standards. 3. All students had sufficient textbooks/consumables per the Williams Report. 4. The school continued to score Exemplary Status on the FIT Report. 5. 2018-2019 ELPAC scores remained the same score as the previous year for the student that had been tested in prior years. Kindergarten students tested in Level 2. 6. ELPAC Redesignation- No students will be redesigned this year. Three of the four students tested were enrolled in Kindergarten. 7. 2018 SBAC ELA Status: 2.2 points below standard. Maintained 0.1 Points 2019 SBAC Math Status: 45.3 points below standard. Declined 15 Points.

Expected	Actual
18-19 1. All teachers who have not received training will participate in professional development in CCSS and ELD. Both Teachers will participate in additional professional development. 2. Teachers will meet California Credential Standards 3. Purchase consumables & textbooks for students 4. All facilities will meet the requirements as outlined by the Williams Report. 5. Increase EL Redesignation by 1% 6. Increase Overall ELPAC Scores by 1% 7. Increase SMARTER Balance Results in each subgroup by 5%. 8. All students will receive instruction in P.E. & Art. **Baseline** 1. Ongoing Professional Development 2. Two Fully Credentialed Teachers 3. All students have textbooks and consumables. 4. FIT Report = Exemplary Status 5. Due to the low number of EL students, the baseline is not available due to student confidentiality. 6. Due to the low number of EL students, the baseline is not available due to student confidentiality. 7. SBAC ELA Status = Low, 44.7 points below Level 3 SBAC Math Status = Low, 37.1 points below Level 3 8. All students will receive instruction in P.E. & Art.	2018 CAASPP ELA Scores - 10% Did Not Meet, 52% Nearly Met, and 38% Met/Exceeded Standards. 2018 CAASPP Math Scores - 19% Did Not Meet, 52% Nearly Met, and 29% Met/Exceeded Standards. 8. All students received a broad course of study including Physical Education and Art. The 4th-8th grade class participated in the County STEAM Fair, played volleyball and basketball with other rural school. We had three students place in the STEAM fair. All students entered artwork in the local fairs and local contests. We had two students receive Best of Show for their entries.

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
Evaluate TK-8 Language Arts Common Core Curriculum Inventory of Textbooks and Purchase Order for New Textbooks	Textbooks and Consumables were inventory and materials were ordered.	Teachers will participate in professional development Cost: Approximately $400 per teacher 5800: Professional/Consulting	Workshops/Trainings/Webinars were free this year. 5800: Professional/Consulting Services And Operating Expenditures Title II $0

		Services And Operating Expenditures Title II $800	
		Purchase supplemental consumables, textbooks, and ELD materials 4000-4999: Books And Supplies Supplemental and Concentration $3000	Consumables and Textbooks were purchased. 4000-4999: Books And Supplies LCFF Supplemental and Concentration $2188.00

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Evaluate NGSS Common Core Curriculum Inventory of Textbooks and Purchase Order for New Textbooks	Some samples were viewed of NGSS Curriculum. It was decided the need to further evaluate curriculum for multi-graded classes.Our current Science curriculum does not have a NGSS component available at this time.	Request additional samples & evaluate of NGSS Common Core Curriculum 4000-4999: Books And Supplies Lottery $0	Continue to request samples and futher evaluate NGSS curriculum. 4000-4999: Books And Supplies Lottery $0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For English Learners: Continue student support of ELD. EL Students receive one-on-one support, vocabulary building activities, and additional time for assignments. Tech Time and support will also be offered.	EL Students received one-on-one support, vocabulary support, additional time for assignments/tests, and additional Tech Time.	Purchase ELD texts as needed 4000-4999: Books And Supplies Supplemental and Concentration $200	Not needed at this time. 4000-4999: Books And Supplies LCFF Supplemental and Concentration $0
		Ipads will be provided during center-time with language based apps to increase language skills. Programs/Apps will be purchased as needed to support language development. 4000-4999: Books And Supplies Supplemental and Concentration $200	Footsteps to Brilliance 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $340.00

Action 4

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

Maintain & Develop Staffing to support the increase of students in class and the number of Special Education students. Staffing to include two California Credentialed Teachers, two to three Instructional Aides, and a Bus Driver/Custodian. Staffing is designed to support Full Inclusion.	Staffing consisted of two California Credentialed Teachers, two instructional aides, and one bus driver/custodian.	1000-1999: Certificated Personnel Salaries Base $147780	1000-1999: Certificated Personnel Salaries LCFF Base $147972
		2000-2999: Classified Personnel Salaries Base $47420	2000-2999: Classified Personnel Salaries LCFF Base $40959
		3000-3999: Employee Benefits Base $68310	3000-3999: Employee Benefits LCFF Base $69158
		REAP Funds 2000-2999: Classified Personnel Salaries Federal Funds $18605	REAP Funds 2000-2999: Classified Personnel Salaries Federal Funds $18605
		A portion of an instructional aides's salary will be withdrawn from Supplemental funds. This aide will provide reading and math intervention. 2000-2999: Classified Personnel Salaries Supplemental and Concentration $11650	Supplemental Funds 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $11650
		2000-2999: Classified Personnel Salaries Special Education $3600	2000-2999: Classified Personnel Salaries Special Education $3600
		Education Protection Account 3000-3999: Employee Benefits Other $18975	Supplemental 3000-3999: Employee Benefits LCFF Supplemental and Concentration $18975
		Special Education - IDEA Basic 3000-3999: Employee Benefits Special Education $950	Special Education - IDEA Basic 3000-3999: Employee Benefits Special Education $950
		3000-3999: Employee Benefits Federal Funds $4745	3000-3999: Employee Benefits Federal Funds $4745

Action 5

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

| For low income pupils: Students will be provided with school supplies needed to be successful. | Backpacks filled with school supplies continue to be available for students in need. | Stuff the Bus - Backpacks and school supplies - Donated Not Applicable Not Applicable $0 | Backpacks were not need for our students. We will keep them in stock should the need arise. Not Applicable Not Applicable $0 |

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Course Access: All students will receive instruction in Physical Education & Art.	All students received instruction in Physical Education & Art.	The PTF Club will pay for Art and Sports supplies. 4000-4999: Books And Supplies Other $250	PTF Funded 4000-4999: Books And Supplies Other $250

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.

Staff participated in a variety of professional development webinars/meetings.
The school continued to staff teachers that have met California Credential Standards.
Math, Language Arts, Science, and Social Studies textbooks/consumables were purchased.
Backpacks continued to be made available for low income students in need.
English Learners were given additional tech time to use the Footsteps to Brilliance, Starfall, and IXL programs.
Each of our two classrooms had an instructional aide in addition to a California Credentialed Teachers.
Students received a broad course of study including Language Arts, Math, Science, Social Studies, Physical Education, and Art.

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

A variety of online programs were purchased and used to promote student success including Footsteps to Brilliance and IXL.
EL students did not qualify for redesignation. Three of the four students were kindergartners.
Facilities met the requirements outlined by the Williams Report.
CAASPP ELA Scores - 10% Did Not Meet, 52% Nearly Met, and 38% Met/Exceeded Standards.
CAASPP Math Scores - 19% Did Not Meet, 52% Nearly Met, and 29% Met/Exceeded Standards.
All students received instruction in Physical Education & Art. Staffing allowed us to meet the needs of all children including Low-Income Students, English Learners, and Special Education students using a variety of teaching strategies and technology to reinforce concepts taught. Textbooks and consumables were provided to all students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Staffing costs varied slightly this year. We had budgeted for a classified employee to return to work but was unable to do so.

We had budgeted $800 for Professional Development. Staff attended free PD workshops/webinars. We had originally budgeted $3000 for textbooks and consumables and spent $2188. We were able to save money by purchasing a majority of our textbooks/consumables from Follett than directly from the publisher.

ELD texts were not needed to purchase this year. We had all but one student redesignated.

Programs/Apps were slightly higher than expected to support and increase language skills. We had orginally budgeted $200 for programs/app. Footsteps to Brilliance cost was $20 per student for 17 K-3 students which came to $340.

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.

Goal 1, Action 2 - NGSS Curriculum Adoption was postponed so review additional samples and evaluated to meet the needs according to our multi-grade classes.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 2

Increase Parental Involvement in their child's/children's education.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

| Expected	Actual
Metric/Indicator 1. SSC Membership includes one community member, one parent, one staff member, and two staff/parents. 2. Per sign in sheets/minutes from meetings, maintain 80% parent participation. 3. Sign in sheets for Parent Education nights. **18-19** 1. Maintain SSC Membership. 2. Maintain 75% of Parent Participation at school sponsored events. 3. Have parents/guardians attend at least 1 Parent Education Night. **Baseline** 1. SSC Membership includes 5 members 2. Maintain 80% of Parent Participation at school sponsored events. 3. Host at least 3 Parent Education Nights	1. School Site Council maintained a full membership with one community member, one parent, one staff member, and two staff/parents. 2. Parent participation for the year was: August 16, 2018 60% Attended, 16% Excused October 11, 2018 40% Attended November 19, 2018 60% Attended April 25, 2019 36% Attended, 16 % Excused May 30, 2019 84% Attended, 12% Excused 3. For our Parent Education "STEAM Night" we had 20 out of the 24 families attend the function. We combined the parent education nights after the great reviews from the County Office of Education's STEAM Science Fair.

Expected	Actual
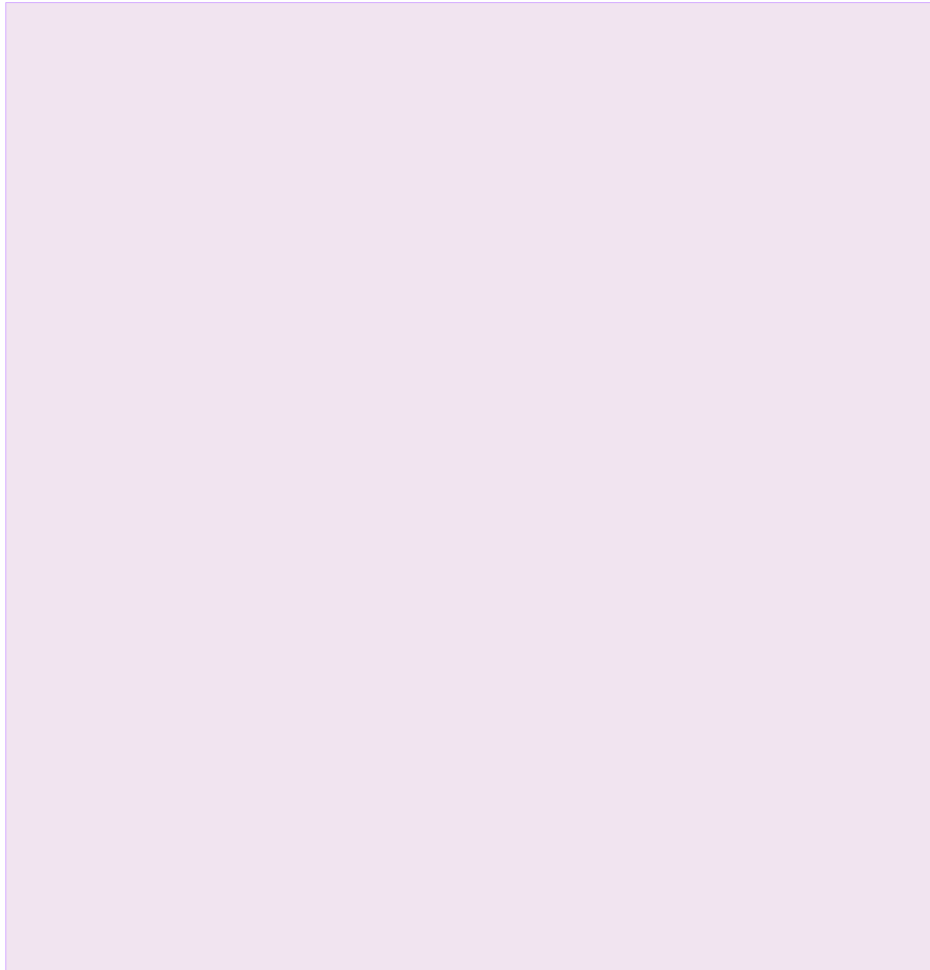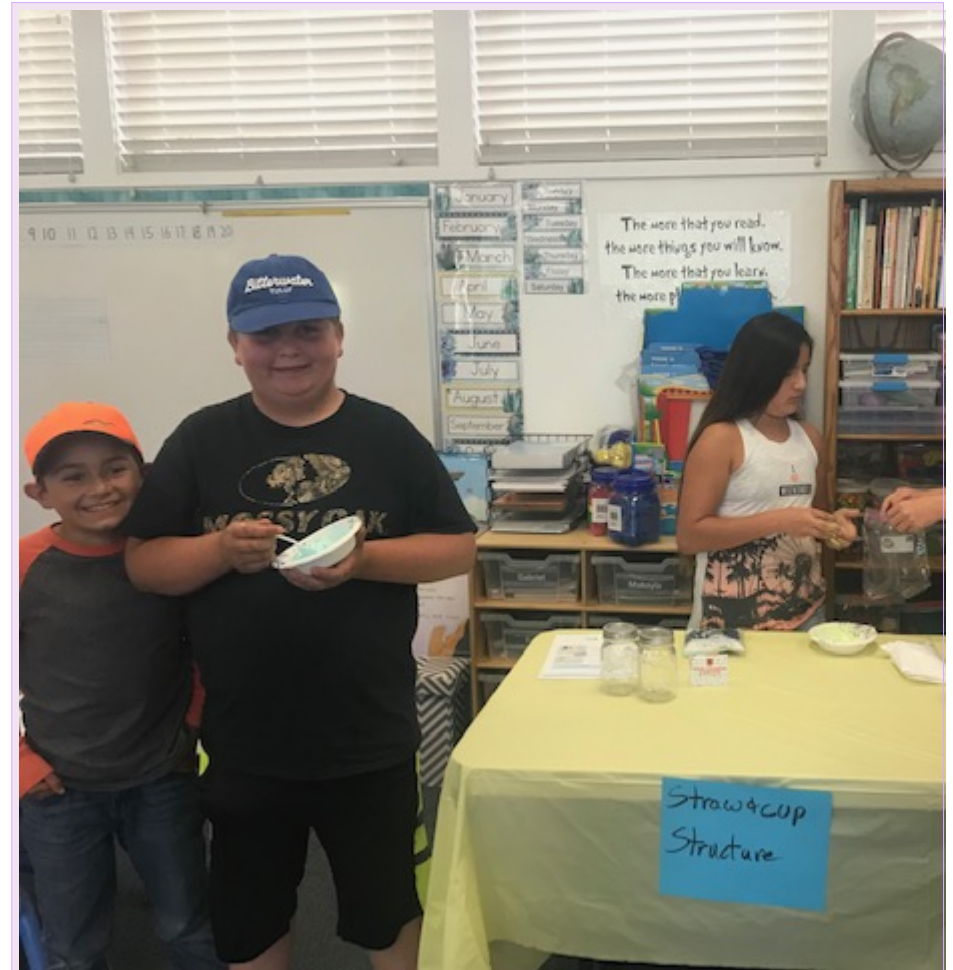
Actions / Services

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

Parent Involvement
1. Encourage participation in SSC and explain roles and responsibilites.
2. Improve parent involvement with school related activities and at varied times.

Multiple Communication paths: Meetings, notes, emails, phone calls, monthly newsletter

Potential Events: Movie Night, Science Night, Math Night, Parent Education Night, and a Book Exchange.

Parent Education Nights:
1. Impact on School Funding based upon attendance.
2. Impact on students and their academic success.

Continue with Local Measures surveys of Students, Parents, & Teachers using an online survey program.

PTF will continue to host monthly Hot Lunches for students, staff, parents/guardians, and community members.

PTF & School Site Council meetings will be held at least four per year.

Parent Volunteer Days will be held prior to school starting to help set-up classrooms, playground maintenance, and collating beginning of the year paperwork.

Parent Involvement/Participation was continued to be encouraged throughout the school year. We continued to host events during lunch, after school, and in the evenings.

Multiple Communication paths were used including meetings, Remind app, emails, phone calls, daily planners, and the Badger Bulletin newsletter.

We combined Open House with our STEAM night.
S: Students led experiments and the 4th-8th Science Fair Projects were on display.
T: We had a slide show presentation on the SMART Board recapping our school year.
E: Engineering Station where you could build a structure to hold a paper cup out of only straws.
A: Students' artwork for the Salinas Valley Fair was on display.
M: Question and Answer session to review difficult concepts and handouts for parents to take home.

We had 71% participation rate within our 24 families for Parent Education Nights.

Surveys showed that students feel safe at school, they are treated with respect, students received the support they need, and the school is making progress in academic achievement for all students.

Office supplies for meetings and events 4000-4999: Books And Supplies Base $50

4000-4999: Books And Supplies LCFF Base $50

Parents felt that we need to discuss opportunities available after their children graduate high school. We will be scheduling career weeks where we will have guest speakers from different occupations present their job to our students and answer questions.

PTF continued to host monthly Hot Lunches for students, staff, parents, and community members.

PTF Meetings were held on:
August 16, 2018
November 19, 2018
March 7, 2019
April 25, 2019
May 30, 2019

School Site Council Meetings were held on:
August 16, 2018
October 11, 2018
April 25, 2019

Parents volunteered hosting hot lunches, events, chaperoning, and playground maintenance. Parents also helped set up and tear down after the Christmas Play and Harvest Carnival.

Analysis

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

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

Parents were notified of upcoming events using a multiple communication paths: Meetings, Remind app, Daily Planners, Emails, Phone Calls, Badger Bulletin, and a Facebook page. Student Handbooks were send home the first week of school. Parents & Grandparents volunteered their time to host Hot Lunches, Badger Breakfast, Bask to School Night, Harvest Carnival, Christmas Play, Valentine's Day Party, and Open House. Parents also chaperoned a variety of field trips. We continued to have several Home and Away volleyball and basketball games with other small rural schools. Parents and Grandparents set up and worked the Snack Bar at our home games for visiting schools.

This year we combined our Parent Educations nights to a STEAM night.
S: Students led experiments and the 4th-8th Science Fair Projects were on display.
T: We had a slide show presentation on the SMART Board recapping our school year.
E: Engineering Station where you could build a structure to hold a paper cup out of only straws.
A: Students' artwork for the Salinas Valley Fair was on display.
M: Question and Answer session to review difficult concepts and handouts for parents to take home.

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

With majority of our families working full-time jobs, we continued to offer a variety of ways that parents could contribute towards their child's education.

Our parent attendance decreased at PTF Meetings. For the 2017-2018 school year, we had 22 families within our school. For the 2018-2019 school year, we ended with 24 families. We still continued to have a large number of parents and grandparents present at hot lunches and other events.

We will work on increasing participation by scheduling meetings and events throughout the year at a variety of times in the evening and offer meetings on different days of the week. We will also try to have short meetings when there are days that parents need to pick up their children from school due to no bus run offered that day.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences were made between Budgeted Expenditures and Estimated Actual Expenditures. The PTF paid for other expenses from Hot Lunches to the Spring Picnic.

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.

We will continue to host at least one STEAM night next year. If time and resources are available we would like to host one STEAM in the Fall and another in the Spring.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 3

Bitterwater-Tully School will enhance the school safety and climate for students and staff to increase student engagement and success.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
                        Priority 6: School Climate (Engagement)
                        Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Chronic Absenteeism Rate 2. # Suspension & Expulsion 3. Math & ELA Benchmark Scores 4. Middle School Dropout Rate	1. Chronic Absenteeism Rate for 2017-2018 was 8.1% based on 37 students, and California statewide was 9%. 2. We had no Suspensions and Expulsions this school year. 3A. Math Benchmarks: 1st-3rd Baseline was 80% and End of Year 83%, Increase of 3% 4th-6th Baseline was 82% and End of Year 84%, Increase of 2% 7th-8th Baseline was 73% and End of Year 88%, Increase of 15% 3B. ELA Benchmarks: 1st-3rd Baseline was 65% and End of Year 75%, Increase of 10% 4th-6th Baseline was 68% and End of Year 70%, Increase of 2 % 7th-8th Baseline was 80% and End of Year 80%, Maintained 4. We maintained a zero percent Middle School Dropout Rate.

Expected	Actual

Expected

18-19
1. Increase/Maintain student attendance by 1%

2. Maintain/Decrease suspension and expulsion rate by 0.5%

3. Increase student self-reflection using portfolios, assessments, etc. Increase Math & ELA Benchmark scores by 3%

4. Maintain a 0% Middle School Dropout Rate

Baseline
1. The chronic absenteeism rate for 2016-2017 is 6.3% California Statewide rate is 10.8%.

2. For 2016-2017, we had 1 suspension and zero expulsions.

3. Establish Benchmark scores after first Math & ELA Benchmark tests have been given.

4. For 2016-2017, we had no students dropout.

Actual

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
Maintain Attendance Policy - Students will be given attendance incentives for perfect attendance. Students that have semester	Six students received awards for Semester Perfect Attendance certificates at the Promotion Ceremony on May 30, 2019.	Semester Attendance Incentives - PTF to Fund. 4000-4999: Books And Supplies Other $100	PTF Funded 4000-4999: Books And Supplies Other $25.00

perfect attendance will receive a certificate. Continue with Noon-Time Activities Parent Education Nights have been moved to Goal #2.	Three students had Perfect Attendance for both semesters. Noon-Time Activities have been continued. This year we created Kindness Theme weeks where each week, students were given a new them to practice. Some themes included: Lend a Helping Hand, Greet someone with a Smile, Hold the Door for Someone, and Find the Gold("good") in others. In the 4th-8th grade class, the students continued to practice the Growth Mindset strategy to improve their way of thinking.	Noon-Time Activities Supplies 4000-4999: Books And Supplies Base $100	The PTF funded the noon-time & sports activity equipment. 4000-4999: Books And Supplies Other 191.73

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students will participate in extra-curricular activities including: Badger Bulletin (School Newsletter) Yearbook Committee 4th-8th Sports (Volleyball, Softball, Basketball, Track) - We play other small rural schools in San Benito and Monterey Counties. Potential Field Trips: Discovery Museum, CDF Bear Valley, Pumpkin Junction, San Benito County Fair, Farm Day (K-3), Science Fair, Sol Treasures Play Productions.	Students participated in a wide variety of extra-curricular activities including Badger Bulletin, Yearbook, 4th-8th grade Sports. Students attended field trips to Borchard Family Farms Pumpkin Patch, San Benito County Fair, K-3 Farm Day, 4th-8th STEAM Fair and Civil War Days, and Sol Treasures Play Productions. The 3rd-8th participated in the Chevron STEM day. The 4th-8th graders also participated in a Point Blue Conservation Science STRAW Project. The school also attended	The PTF will fund extra-curricular activities. 5800: Professional/Consulting Services And Operating Expenditures Other $1000	PTF Funded 5800: Professional/Consulting Services And Operating Expenditures Other $760.00
			E-cubed Foundation Grant for Theatre of All Possibilities Workshop 5800: Professional/Consulting Services And Operating Expenditures Other $1000.00

We will also work with other schools to attend workshops for example: Lawrence Hall of Science and Theatre of all Possibilities.	the Cuda Classroom Day at the SAP Center. We attended the Theatre of All Possibilites workshops about Spirit of America at Jefferson School sponsored by the E-cubed Foundation. We also had the Rock Steady Recycling Assembly and Perfection on Wheels TUPE Assembly.

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.

With the continuing of Noon-time activities we had zero suspensions and expulsions. Students had variety of opportunities to promote and demonstrate appropriate student behavior both in and out of the classroom. Staff continuous worked to get all students involved with an outside daily activity.
Attendance continued to be documented in attendance registers. The Remind app was used to notify parents of events, meetings, student progress, and communication for parents & teachers.

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

1. Attendance rate continued to increase.
2. Continued with zero expulsions and zero suspensions.
3. Maintained 100 percent graduation rate.
4. Maintained zero percent dropout rate.
5. Noon-time activities kept students engaged while promoting physical education.
6. Math Benchmarks increased from 2%-15% with the biggest increase in the 7th-8th grades.
7. ELA Benchmarks increased or maintained to 10% growth from baseline with the biggest increase in the 1st-3rd grades.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The grant from the E-cubed Foundation allowed our students to participate in the Theatre of All Possibilities workshop. We did purchase needed sports equipment that was also used during our Noon-time activities.

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.

We will continue to off Semester Attendance Awards.
Parent Education Nights regarding impact on school funding and student success has been combined with Goal #2.
No other changes to this goal will need to be made unless a foster youth student enrolls in our school. At that time, transportation costs may need to be adjusted.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

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

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.

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.

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.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

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

The Bitterwater-Tully School District involved a variety of constituents through the following means:
- Surveys for Parents distributed when parents brought their students to school and/or sent home with students, and emailed to families using an online survey program
- Surveys for Students which were distributed during school.
- Input received during Board Meetings, Staff Meetings, School Site Council Meetings, and PTF Meetings.
- Input was gathered from teachers, staff, principal, parents, pupils, and residents of the Bitterwater-Tully School District.

In April and May of 2019, LCAP Surveys were completed by parents and staff members.

The LCAP has been discussed and reviewed at School Site Council, PTF (Parents, Teachers, and Friends), and Board Meetings at the March, April, & May meetings. Classified staff also discussed and reviewed the LCAP with certificated staff at our Staff Collaboration Workdays on February 13, 2019, March 13, 2019, April 10, 2019, and May 8, 2019.

The LCAP was also discussed at Open House on April 29, 2019.

The LCAP was reviewed and discussed at the School Site Council Meeting on April 25, 2019.

During the PTF Meetings on March 7, 2019 and April 25, 2019, the LCAP was reviewed and discussed.

LCAP Updates were given at the Board Meetings on March 11, 2019, April 10, 2019, and May 8, 2019..

Completed LCAP draft available on June 3, 2019 and placed on the Board Agenda for public hearing.

LCAP scheduled to be adopted at regularly governing board meeting on June 19, 2019.

Impact on LCAP and Annual Update

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

As a result of the input provided through the involvement process, the following actions are included in the LCAP:
- Students will continued to be recognized with achievement and attendance awards on a semester basis.
- Analyze facility, instructional materials and technology needs to develop a plan to provide all students and school personnel with resources needed for academic success.
- Increase teachers and principal content and pedagogical knowledge by providing professional development opportunities.

For the upcoming year, students will continue to spend more time utilizing technology using Chromebooks and iPads for Math and Language Arts Intervention.

The PTF will continue to host the Book Exchange to promote literacy. Any left over books from the event will be donated to the local migrant camp.

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

Improve academic achievement for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

1. Sufficient access to standards-aligned instructional materials with Common Core in ELA and Math.
2. Implementation of CCSS Standards
3. English Language Development: EL Redesignation
4. Staffing to Support Full Inclusion
5. Current ELA & Math data - Based on California Dashboard Results, a slight improvement has been made in ELA & Math scores.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Professional Development classes, workshops, webinars are ongoing depending	1. Ongoing Professional Development 2. Two Fully Credentialed Teachers	1. All teachers who did not receive training participated in professional	1. All teachers received training will participate in professional development in CCSS	1. All teachers who have not received training will participate in professional

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
upon needs and demographics of student enrollment. 2. NCLB 3. All Students will have a sufficient textbooks/consumables per the Williams Report. 4. Williams Report 5. Individual CELDT/ELPAC Scores 6. The number of students who move up a CELDT/ELPAC level 7. SBAC Scores 8. Students will receive a broad course of study.	3. All students have textbooks and consumables. 4. FIT Report = Exemplary Status 5. Due to the low number of EL students, the baseline is not available due to student confidentiality. 6. Due to the low number of EL students, the baseline is not available due to student confidentiality. 7. SBAC ELA Status = Low, 44.7 points below Level 3 SBAC Math Status = Low, 37.1 points below Level 3 CAASPP ELA Scores - 10% Did Not Meet, 52% Nearly Met, and 38% Met/Exceeded Standards. CAASPP Math Scores - 19% Did Not Meet, 52% Nearly Met, and 29% Met/Exceeded Standards. 8. All students will receive instruction in P.E. & Art.	development in CCSS and ELD. Both Teachers participated in additional professional development. 2. Both Teacher met California Credential Standards. 3. Purchased consumables & textbooks for students 4. Facilities met the requirements as outlined by the Williams Report. 5. Increased EL Redesignation by 1% 6. Increased Overall CELDT/ELPAC Scores by 1% - No data to report at the time. 7. Increased SMARTER Balance Results in each subgroup by 5%. CAASPP Language Arts Scores - 10% Did Not Meet, 52% Nearly Met, and 38% Met/Exceeded Standards. CAASPP Math Scores - 19% Did Not Meet, 28% Nearly Met, and 29% Met/Exceeded Standards. 8. All students received instruction in P.E. & Art.	and ELD. Both Teachers participated in additional professional development. 2. Teachers met California Credential Standards 3. Purchased consumables & textbooks for students 4. All facilities met the requirements as outlined by the Williams Report. 5. No EL Redesignation 6. Overall ELPAC Scores remained the same as the previous year tested. Three Kindergarten students scored Overall in level 2. 7. Increased SMARTER Balance Results in each subgroup by 5%. 8. All students received instruction in P.E. & Art.	development in CCSS and ELD. Both Teachers will participate in additional professional development. 2. Teachers will meet California Credential Standards 3. Purchase consumables & textbooks for students 4. All facilities will meet the requirements as outlined by the Williams Report. 5. Increase EL Redesignation by 0.5% 6. Increase Overall ELPAC Scores by 1% 7. Increase SMARTER Balance Results in each subgroup by 5%. 8. All students will receive instruction in P.E. & Art.

Planned Actions / Services

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

Action 1

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

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

All

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

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)

[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
Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Evaluate TK-8 Language Arts Common Core Curriculum Inventory of Textbooks and Purchase Order for New Textbooks	Evaluate TK-8 Language Arts Common Core Curriculum Inventory of Textbooks and Purchase Order for New Textbooks	Evaluate TK-8 Language Arts Common Core Curriculum Inventory of Textbooks and Purchase Order for New Textbooks

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$800	$800	$400
Source	Title II	Title II	Title II
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Teachers will participate in professional development. Cost: Approximately $400 per teacher	5800: Professional/Consulting Services And Operating Expenditures Teachers will participate in professional development Cost: Approximately $400 per teacher	5800: Professional/Consulting Services And Operating Expenditures Teachers will participate in professional development. Cost: Approximately $200 per teacher
Amount	$3000	$3000	$5000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Purchase supplemental consumables & textbooks	4000-4999: Books And Supplies Purchase supplemental consumables, textbooks, and ELD materials	4000-4999: Books And Supplies Purchase supplemental consumables, textbooks, and ELD materials and online components.
Amount			$450
Source			Other
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures Low Performing Students Block Grant - Professional Development Workshop/Seminars for ST Math & Star 360.

Amount			$7450
Source			Other
Budget Reference			5000-5999: Services And Other Operating Expenditures Low Performing Students Block Grant - Purchase a one-year subscription of ST Math & Star 360.

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)

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
Evaluate NGSS Common Core Curriculum	Evaluate NGSS Common Core Curriculum Inventory of Textbooks and Purchase Order for New Textbooks	Pilot K-3 NGSS Common Core Curriculum Inventory of Textbooks and Purchase Order for New Textbooks

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Source	Lottery	Lottery	Lottery
Budget Reference	4000-4999: Books And Supplies Request samples & evaluate of NGSS Common Core Curriculum	4000-4999: Books And Supplies Request additional samples & evaluate of NGSS Common Core Curriculum	4000-4999: Books And Supplies Continue to request samples and evaluate NGSS Common Core Curriculum.

Action 3

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
For English Learners: Continue student support of ELD. Both EL students should be redesignated by 2019 based upon their performance on CELDT testing.

EL Students receive one-on-one support, vocabulary building activities, and | For English Learners: Continue student support of ELD.

EL Students receive one-on-one support, vocabulary building activities, and additional time for assignments. Tech Time and support will also be offered. | For English Learners: Continue student support of ELD.

EL Students receive one-on-one support, vocabulary building activities, and additional time for assignments. Tech time and support will also be offered. |

additional time for assignments. Tech Time and support will also be offered.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$200	$200	$200
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Purchased ELD texts as needed	4000-4999: Books And Supplies Purchase ELD texts as needed	4000-4999: Books And Supplies Purchase ELD texts as needed
Amount	$200	$200	$500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Ipads will be provided during center-time with language based apps to increase language skills. Programs/Apps will be purchased as needed to support language development.	4000-4999: Books And Supplies Ipads will be provided during center-time with language based apps to increase language skills. Programs/Apps will be purchased as needed to support language development.	4000-4999: Books And Supplies Ipads will be provided during center-time with language based apps to increase language skills. Programs/Apps will be purchased as needed to support language development.

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)

Students with Disabilities

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

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)

[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
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain & Develop Staffing to support the increase of students in class and the number of Special Education students. On staff, we had two California Credentialed Teachers, three Instructional Aides, Bus Driver, and Custodian/Substitute Teacher. Staffing was designed to support Full Inclusion.	Maintain & Develop Staffing to support the increase of students in class and the number of Special Education students. Staffing to include two California Credentialed Teachers, two to three Instructional Aides, and a Bus Driver/Custodian. Staffing is designed to support Full Inclusion.	Maintain & Develop Staffing to support the increase of students in class and the number of Special Education students. Staffing to include two California Credentialed Teachers, two Instructional Aides, and a Bus Driver/Custodian. Staffing is designed to support Full Inclusion.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$135000	$147780	$150780
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$46384	$47420	$30000
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	$66442	$68310	$72179
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Amount	$18240	$18605	$18977
Source	Federal Funds	Federal Funds	Federal Funds
Budget Reference	2000-2999: Classified Personnel Salaries REAP Funds	2000-2999: Classified Personnel Salaries REAP Funds	2000-2999: Classified Personnel Salaries REAP Funds
Amount	$11650	$11650	$14046
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries A portion of an instructional aides's salary will be withdrawn from Supplemental funds. This aide will provide reading and math intervention.	2000-2999: Classified Personnel Salaries A portion of an instructional aides's salary will be withdrawn from Supplemental funds. This aide will provide reading and math intervention.	2000-2999: Classified Personnel Salaries A portion of an instructional aides's salary will be withdrawn from Supplemental funds. This aide will provide reading and math intervention.
Amount	$3600	$3600	$3600
Source	Special Education	Special Education	Special Education
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	$17572	$18975	$20050
Source	Other	Other	LCFF Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Education Protection Account	3000-3999: Employee Benefits Education Protection Account	3000-3999: Employee Benefits Supplemental
Amount	$950	$950	$1000
Source	Special Education	Special Education	Special Education
Budget Reference	3000-3999: Employee Benefits Special Education - IDEA Basic	3000-3999: Employee Benefits Special Education - IDEA Basic	3000-3999: Employee Benefits Special Education - IDEA Basic

Amount	$4556	$4745	$5015
Source	Federal Funds	Federal Funds	Federal Funds
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee 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)

[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)

Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
For low income pupils: Students will be provided with school supplies needed to be successful.	For low income pupils: Students will be provided with school supplies needed to be successful.	For low income pupils: Students will be provided with school supplies needed to be successful.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Source	Not Applicable	Not Applicable	Not Applicable
Budget Reference	Not Applicable Stuff the Bus - Backpacks and school supplies - Donated	Not Applicable Stuff the Bus - Backpacks and school supplies - Donated	Not Applicable Stuff the Bus - Backpacks and school supplies - Donated

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
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Course Access: All students will receive instruction in Physical Education & Art.	Course Access: All students will receive instruction in Physical Education & Art.	Course Access: All students will receive instruction in Physical Education & Art.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$250	$250	$300
Source	Other	Other	Other
Budget Reference	4000-4999: Books And Supplies The PTF Club will pay for Art and Sports supplies.	4000-4999: Books And Supplies The PTF Club will pay for Art and Sports supplies.	4000-4999: Books And Supplies The PTF Club will pay for Art and Sports 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

Increase Parental Involvement in their child's/children's education.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Identified Need:

Parents need to be more involved in the School Site Council; knowledge of CCSS and decision-making related to their child's/children's education. We have had a reduction in the number of families at our school. Parents are going to be stepping down from their role as their children move onto high school.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. SSC Membership includes one community member, one parent, one staff member, and two staff/parents. 2. Per sign in sheets/minutes from meetings, maintain 80% parent participation.	1. SSC Membership includes 5 members 2. Maintain 80% of Parent Participation at school sponsored events. 3. Host Parent Education Nights	1. Maintained SSC Membership with 5 members.. 2. Maintained 80% of Parent Participation at school sponsored events. 3. Had parents/guardians attend at least 1 out of 3	1. Maintain SSC Membership. 2. Maintain 75% of Parent Participation at school sponsored events. 3. Have parents/guardians attend at least 1 Parent Education Night.	1. Maintain SSC Membership. 2. Maintain 75% of Parent Participation at school sponsored events. 3. Have parents/guardians attend at least 1 Parent Education Night.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3. Sign in sheets for Parent Education nights.		Parent Education Nights.		

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	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

Unchanged Action	Modified Action	Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Parent Involvement 1. Encourage participation in SSC and explain roles and responsibilites. 2. Improve parent involvement with school related activities and at varied times.	Parent Involvement 1. Encourage participation in SSC and explain roles and responsibilites. 2. Improve parent involvement with school related activities and at varied times.	Parent Involvement 1. Encourage participation in SSC and explain roles and responsibilites. 2. Improve parent involvement with school related activities and at varied times.

Multiple Communication paths: Meetings, notes, emails, phone calls, monthly newsletter Events to be hosted will include: Movie Night, Science Night, Math Night, Parent Education Night, and a Book Exchange. PTF will continue to host monthly Hot Lunches for students, staff, parents/guardians, and community members. PTF & School Site Council meetings will be held at least four per year. Parent Volunteer Days will be held prior to school starting to help set-up classrooms, playground maintenance, and collating beginning of the year paperwork.	Multiple Communication paths: Meetings, notes, emails, phone calls, monthly newsletter Potential Events: Movie Night, Science Night, Math Night, Parent Education Night, and a Book Exchange. Parent Education Nights: 1. Impact on School Funding based upon attendance. 2. Impact on students and their academic success. Continue with Local Measures surveys of Students, Parents, & Teachers using an online survey program. PTF will continue to host monthly Hot Lunches for students, staff, parents/guardians, and community members. PTF & School Site Council meetings will be held at least four per year. Parent Volunteer Days will be held prior to school starting to help set-up classrooms, playground maintenance, and collating beginning of the year paperwork.	Multiple Communication paths: Remind app, Meetings, notes, emails, phone calls, monthly newsletter Potential Events: STEAM Night, Movie Night, Parent Education Night, and a Book Exchange. Parent Education Nights: 1. Impact on School Funding based upon attendance. 2. Impact on students and their academic success. Continue with Local Measures surveys of Students, Parents, & Teachers using an online survey program. PTF will continue to host monthly Hot Lunches for students, staff, parents/guardians, and community members. PTF & School Site Council meetings will be held at least four per year. Parent Volunteer Days will be held throughout the school year to help set-up classrooms, playground maintenance, and collating beginning of the year paperwork.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$50	$50	$50
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Office supplies for meetings and events	4000-4999: Books And Supplies Office supplies for meetings and events	4000-4999: Books And Supplies Office supplies for meetings and events.
Amount			$200
Source			Other
Budget Reference			4000-4999: Books And Supplies Supplies for Parent Education Nights.

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

Bitterwater-Tully School will enhance the school safety and climate for students and staff to increase student engagement and success.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

1. Students need to attend school each day on time.
2. Students need to feel safe at school.
3. Students need to become more involved in the decision-making processes involved in their education.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Chronic Absenteeism Rate 2. # Suspension & Expulsion	1. The chronic absenteeism rate for 2016-2017 is 6.3% California Statewide rate is 10.8%.	1. Increased student attendance by 1% 2. Maintained/Decreased	1. Increase/Maintain student attendance by 1%	1. Increase/Maintain student attendance by 1%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3. Math & ELA Benchmark Scores 4. Middle School Dropout Rate	2. For 2016-2017, we had 1 suspension and zero expulsions. 3. Establish Benchmark scores after first Math & ELA Benchmark tests have been given. 4. For 2016-2017, we had no students dropout.	suspension and expulsion rate by 0.5% 3. Increased student self-reflection using portfolios, assessments, etc. Increased Math & ELA Benchmark scores for the remaining part of the year by 5% 4. Maintained a 0% Middle School Dropout Rate	2. Maintain/Decrease suspension and expulsion rate by 0.5% 3. Increase student self-reflection using portfolios, assessments, etc. Increase Math & ELA Benchmark scores by 3% 4. Maintain a 0% Middle School Dropout Rate	2. Maintain/Decrease suspension and expulsion rate by 0.5% 3. Increase student self-reflection using portfolios, assessments, etc. Increase Math & ELA Benchmark scores by 3% 4. Maintain a 0% Middle School Dropout Rate

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	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	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain Attendance Policy - Students will be given monthly attendance incentives for perfect attendance. Students that have semester perfect attendance will receive a certificate. Continue with Noon-Time Activities such as cup stacking, ping pong, scoop & toss, basketball, volleyball, baseball, kickball, relay races, four square, and free outdoor drawing time. Parent Education Nights: 1. Impact on School Funding based upon attendance. 2. Impact on students and their academic success. PTF & School Site Council meetings will be at least four per year. Continue with Local Measures surveys of Students, Parents, & Teachers using an online survey program.	Maintain Attendance Policy - Students will be given attendance incentives for perfect attendance. Students that have semester perfect attendance will receive a certificate. Continue with Noon-Time Activities Parent Education Nights have been moved to Goal #2.	Maintain Attendance Policy - Students will be given semester attendance incentives for perfect attendance. Students that have semester perfect attendance will receive a certificate. Continue with Noon-Time Activities Continue with Kindness Theme Weeks 4th-8th Grade Class will continue with the Growth Mindset Program. Parent Education Nights have been moved to Goal #2.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$100	$100	$100
Source	Other	Other	Other
Budget Reference	4000-4999: Books And Supplies Semester Attendance Incentives - PTF to Fund.	4000-4999: Books And Supplies Semester Attendance Incentives - PTF to Fund.	4000-4999: Books And Supplies Semester Attendance Incentives - PTF to Fund.
Amount	$100	$100	$200
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Noon-Time Activities Supplies	4000-4999: Books And Supplies Noon-Time Activities Supplies	4000-4999: Books And Supplies Noon-time 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)

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
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Students will participate in extra-curricular activities including:	Students will participate in extra-curricular activities including:	Students will participate in extra-curricular activities including:

Badger Bulletin (School Newsletter)
Yearbook Committee
4th-8th Sports (Volleyball, Softball, Basketball, Track) - We play other small rural schools in San Benito and Monterey Counties.

Potential Field Trips: Technology Museum, Pumpkin Patch, Fresno Zoo, Civil War Days(4th-8th), Farm Day (K-3), Science Fair, Sol Treasures Play Productions.

We will also work with Jefferson School to attend workshops from the Lawrence Hall of Science and Theatre of all Possibilities.

Badger Bulletin (School Newsletter)
Yearbook Committee
4th-8th Sports (Volleyball, Softball, Basketball, Track) - We play other small rural schools in San Benito and Monterey Counties.

Potential Field Trips: Discovery Museum, CDF Bear Valley, Pumpkin Junction, San Benito County Fair, Farm Day (K-3), Science Fair, Sol Treasures Play Productions.

We will also work with other schools to attend workshops for example: Lawrence Hall of Science and Theatre of all Possibilities.

Badger Bulletin (School Newsletter)
Yearbook Committee
4th-8th Sports (Volleyball, Softball, Basketball, Track) - We play other small rural schools in San Benito and Monterey Counties.

Potential Field Trips: Pumpkin Patch,, Civil War Days(4th-8th), Farm Day (K-3), Science Fair, Sol Treasures Play Productions.

We will also work with other schools to attend workshops for example: Lawrence Hall of Science and Theatre of all Possibilities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1000	$1000	$1000
Source	Other	Other	Other
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures The PTF will fund extra-curricular activities.	5800: Professional/Consulting Services And Operating Expenditures The PTF will fund extra-curricular activities.	5800: Professional/Consulting Services And Operating Expenditures The PTF will fund extra-curricular activities.

Goals, Actions, & Services

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

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

New Goal

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

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

Planned Actions / Services

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

Action 1

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

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

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

OR

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

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

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

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

Actions/Services

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$19,746.00	5.87%

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

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

The funds will continue to be calculated based upon the needs of enrolled students. As our school population fluctuates from year to year, so does the number of low income, foster youth, and English Learners. A small class-size benefits our students so we can provide one-on-one support from an instructional aide and small group instruction.

Services to target groups will increase by providing opportunities to these students to use technology that will enrich their language and mathematical experiences and achievements. Students will have access to specific programs that are designed to enrich language and mathematical achievement.

For 2019-20, will be adding the STAR 360 and ST Math programs to continue to enrich instruction and build upon students' strengths.

2018-19, We restructured lunch recess time to allow for additional instructional time of 20 minutes per day. We will continue to keep the schedule the same for the 2019-20 school year.

In addition to one-on-one support, unduplicated pupils also receive vocabulary building activities, and additional time for assignments as needed. Students were given Tech Time and support to build their knowledge using a variety of programs: Footsteps to Brilliance, IXL, ThinkCentral, and Sumdog.

Backpacks through the Stuff the Bus program from United Way are available at the school for low-income students.

All students will have access to a broad course of study to enrich their knowledge with adequate textbooks/consumables.   All students will participate in fine arts programs throughout the year. The school holds an annual holiday play where all students participate as

actors. All students create individual pieces of artwork where they exhibit at local fairs. All students have the opportunity to participate in hands-on science workshops. The 4th-8th graders participated in the County Science Fair. The 4th-8th grade students also participate in school sports and play games against other small rural schools.

The services provided by Bitterwater-Tully School are being used to benefit all students. With our number of unduplicated students fluctuating from year to year, it is imperative that we reach all students. Our school site has a smaller enrollment which allows the staff is be able to provide more support to each and every student with the staff to student ratio.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$15,002	4.64%

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

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

The funds will continue to be calculated based upon the needs of enrolled students. As our school population fluctuates from year to year, so does the number of low income, foster youth, and English Learners. A small class-size benefits our students so we can provide one-on-one support from an instructional aide and small group instruction.

Services to target groups will increase by providing opportunities to these students to use technology that will enrich their language and mathematical experiences and achievements. Students will have access to specific programs that are designed to enrich language and mathematical achievement.

In addition to one-on-one support, unduplicated pupils also receive vocabulary building activities, and additional time for assignments as needed. Students were given Tech Time and support to build their knowledge using a variety of programs: Footsteps to Brilliance, IXL, ThinkCentral, and Sumdog.

Backpacks through the Stuff the Bus program from United Way are available at the school for low-income students,

All students will have access to a broad course of study to enrich their knowledge. All students will participate in fine arts programs throughout the year. The school holds an annual holiday play where all students participate as actors. All students create individual pieces of artwork where they exhibit at local fairs. All students have the opportunity to participate in hands-on science workshops. The 4th-8th graders participated in the County Science Fair.

The services provided by Bitterwater-Tully School are being used to benefit all students. With our number of unduplicated students fluctuating from year to year, it is imperative that we reach all students. Our school site has a smaller enrollment which allows the staff is be able to provide more support to each and every student with the staff to student ratio.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$9,483.00	3.08%

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

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

The funds for the LCAP year will be calculated based upon the needs of the enrolled students. These funds will be used to improve education and success rate of the low income, foster youth, and English Learners as the needs arise in our school. As a small necessary school, our enrollment tends to fluctuate and so do the numbers of low income, foster youth, and English Learners. With a small enrollment of low income, foster youth, and English Learners, a small class size is beneficial to provide one-on-one support and instruction as needed. Methods of communication are available in Spanish as needed.

Services to target groups will increase by providing opportunities to these students to use technology that will enrich their language and mathematical experiences and achievements. Students will have access to specific programs that are designed to enrich language and mathematical achievement.

In addition to one-on-one support, unduplicated pupils also receive vocabulary building activities, and additional time for assignments as needed.

All students will have access to a broad course of study to enrich their knowledge. All students will participate in fine arts programs throughout the year. The school holds an annual holiday play where all students participate as actors. All students create individual pieces of artwork where they exhibit at local fairs. All students have the opportunity to participate in hands-on science workshops.

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

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

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

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

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

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

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

State Priorities

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

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

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

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

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
   A. School attendance rates;
   B. Chronic absenteeism rates;
   C. Middle school dropout rates;
   D. High school dropout rates; and
   E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
  A.   Pupil suspension rates;
  B.   Pupil expulsion rates; and
  C.   Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

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

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

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

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

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

  (c) "High school graduation rate" shall be calculated as follows:
    (1) For a 4-Year Cohort Graduation Rate:
      (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
      (B) The total number of students in the cohort.
      (C) Divide (1) by (2).
    (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
      (A) The number of students who either graduated as grade 11 students or who earned any of the following:
        (i) a regular high school diploma
        (ii) a High School Equivalency Certificate
        (iii) an adult education diploma
        (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
      (B) The number of students in the DASS graduation cohort.
      (C) Divide (1) by (2).

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

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

(3) Divide (1) by (2).

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

APPENDIX B: GUIDING QUESTIONS
Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

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

Guiding Questions: Goals, Actions, and Services

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

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Funding Sources	327,735.00	321,418.73	310,094.00	327,735.00	331,497.00	969,326.00
Base	263,660.00	0.00	247,976.00	263,660.00	253,209.00	764,845.00
Federal Funds	23,350.00	23,350.00	22,796.00	23,350.00	23,992.00	70,138.00
LCFF Base	0.00	258,139.00	0.00	0.00	0.00	0.00
LCFF Supplemental and Concentration	0.00	33,153.00	0.00	0.00	20,050.00	20,050.00
Lottery	0.00	0.00	0.00	0.00	0.00	0.00
Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00
Other	20,325.00	2,226.73	18,922.00	20,325.00	9,500.00	48,747.00
Special Education	4,550.00	4,550.00	4,550.00	4,550.00	4,600.00	13,700.00
Supplemental and Concentration	15,050.00	0.00	15,050.00	15,050.00	19,746.00	49,846.00
Title II	800.00	0.00	800.00	800.00	400.00	2,000.00

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	327,735.00	321,418.73	310,094.00	327,735.00	331,497.00	969,326.00
1000-1999: Certificated Personnel Salaries	147,780.00	147,972.00	135,000.00	147,780.00	150,780.00	433,560.00
2000-2999: Classified Personnel Salaries	81,275.00	74,814.00	79,874.00	81,275.00	66,623.00	227,772.00
3000-3999: Employee Benefits	92,980.00	93,828.00	89,520.00	92,980.00	98,244.00	280,744.00
4000-4999: Books And Supplies	3,900.00	2,704.73	3,900.00	3,900.00	6,550.00	14,350.00
5000-5999: Services And Other Operating Expenditures	0.00	0.00	0.00	0.00	7,450.00	7,450.00
5800: Professional/Consulting Services And Operating Expenditures	1,800.00	2,100.00	1,800.00	1,800.00	1,850.00	5,450.00
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	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	327,735.00	321,418.73	310,094.00	327,735.00	331,497.00	969,326.00
1000-1999: Certificated Personnel Salaries	Base	147,780.00	0.00	135,000.00	147,780.00	150,780.00	433,560.00
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	147,972.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Base	47,420.00	0.00	46,384.00	47,420.00	30,000.00	123,804.00
2000-2999: Classified Personnel Salaries	Federal Funds	18,605.00	18,605.00	18,240.00	18,605.00	18,977.00	55,822.00
2000-2999: Classified Personnel Salaries	LCFF Base	0.00	40,959.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	11,650.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Special Education	3,600.00	3,600.00	3,600.00	3,600.00	3,600.00	10,800.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	11,650.00	0.00	11,650.00	11,650.00	14,046.00	37,346.00
3000-3999: Employee Benefits	Base	68,310.00	0.00	66,442.00	68,310.00	72,179.00	206,931.00
3000-3999: Employee Benefits	Federal Funds	4,745.00	4,745.00	4,556.00	4,745.00	5,015.00	14,316.00
3000-3999: Employee Benefits	LCFF Base	0.00	69,158.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	0.00	18,975.00	0.00	0.00	20,050.00	20,050.00
3000-3999: Employee Benefits	Other	18,975.00	0.00	17,572.00	18,975.00	0.00	36,547.00
3000-3999: Employee Benefits	Special Education	950.00	950.00	950.00	950.00	1,000.00	2,900.00
4000-4999: Books And Supplies	Base	150.00	0.00	150.00	150.00	250.00	550.00
4000-4999: Books And Supplies	LCFF Base	0.00	50.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	2,188.00	0.00	0.00	0.00	0.00

		Total Expenditures by Object Type and Funding Source					
Object Type	**Funding Source**	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
4000-4999: Books And Supplies	Lottery	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Other	350.00	466.73	350.00	350.00	600.00	1,300.00
4000-4999: Books And Supplies	Supplemental and Concentration	3,400.00	0.00	3,400.00	3,400.00	5,700.00	12,500.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	0.00	0.00	0.00	7,450.00	7,450.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	0.00	340.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Other	1,000.00	1,760.00	1,000.00	1,000.00	1,450.00	3,450.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	800.00	0.00	800.00	800.00	400.00	2,000.00
Not Applicable	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.

Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	326,485.00	319,392.00	308,844.00	326,485.00	329,947.00	965,276.00
Goal 2	50.00	50.00	50.00	50.00	250.00	350.00
Goal 3	1,200.00	1,976.73	1,200.00	1,200.00	1,300.00	3,700.00
Goal 4			0.00	0.00	0.00	0.00
Goal 5			0.00	0.00	0.00	0.00

*(Table title: **Total Expenditures by Goal**)*

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

	Expenditures Contributing to Increased/Improved Requirement by Funding Source				
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources	400.00	340.00	400.00	400.00	700.00
Base	0.00	0.00	0.00	0.00	0.00
Federal Funds	0.00	0.00	0.00	0.00	0.00
LCFF Base	0.00	0.00	0.00	0.00	0.00
LCFF Supplemental and Concentration	0.00	340.00	0.00	0.00	0.00
Lottery	0.00	0.00	0.00	0.00	0.00
Not Applicable	0.00	0.00	0.00	0.00	0.00
Other	0.00	0.00	0.00	0.00	0.00
Special Education	0.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	400.00	0.00	400.00	400.00	700.00
Title II	0.00	0.00	0.00	0.00	0.00

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources	327,335.00	321,078.73	309,694.00	327,335.00	330,797.00
Base	263,660.00	0.00	247,976.00	263,660.00	253,209.00
Federal Funds	23,350.00	23,350.00	22,796.00	23,350.00	23,992.00
LCFF Base	0.00	258,139.00	0.00	0.00	0.00
LCFF Supplemental and Concentration	0.00	32,813.00	0.00	0.00	20,050.00
Lottery	0.00	0.00	0.00	0.00	0.00
Not Applicable	0.00	0.00	0.00	0.00	0.00
Other	20,325.00	2,226.73	18,922.00	20,325.00	9,500.00
Special Education	4,550.00	4,550.00	4,550.00	4,550.00	4,600.00
Supplemental and Concentration	14,650.00	0.00	14,650.00	14,650.00	19,046.00
Title II	800.00	0.00	800.00	800.00	400.00