Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Contact Name and Title	Email and Phone
Southside Elementary School District	John Schilling Superintendent/Principal	jschilling@sbcoe.org 831-637-4439

2017-20 Plan Summary

The Story

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

Introduction:

Southside School is a single rural K-8 school and the only school in the Southside Elementary School district.   Southside School was founded in 1888 and promoted the first graduating class between 1890-1893. Southside is located 11 miles south east of downtown Hollister. Southside's immediate community consists of the local residents of the San Benito Riverview community and Ridgemark estates. Like much of the rural area of San Benito region, the community is economically and ethnically diverse, mixing single family homes, Ranches and the County Migrant Camp community. Southside's current location was constructed in 1978 and is now a K-8 school with 9 classrooms and 9.5 teachers and 1 administrator.

Student Profile:

Southside's enrollment totals are based upon the 2018 CALPADS count currently at 229 students, with 44% male and 56% female students. The number of student receiving assistance for free and reduced lunch is 78 (34%). 17.5% of students, or 40 students, receive migrant federal student support. Southside school unduplicated FRPM/EL eligible count is 93 (40%). With new calculations based upon the 2018 CBEDS count, the school's demographic make-up is 126 or 55% identified as Hispanic Latino, 101 or 44% as white or unidentified, 20% of the students (46) are classified as English Language Learners and there are no students are identified as foster youth. 11 students (4%) have been identified as homeless and have access to Mckinney-Vento services. Southside has 12 (5%) of students who have been identified as receiving student services under the federal Individuals with disabilities Act.

Discussion:

Southside has a respected reputation for strong academics and community support. Southside's test scores typically exceed all elementary schools in San Benito County with a higher percentage of students meeting or exceeding standard by subject and grade level each year. Southside is a K-8 school thus, metrics such as high school graduation rates, Advanced Placement exam pass rates, Early Assessment Program (EAP) scores, A-G qualification percentages, and High School drop out rates are not applicable for the school. In terms of student performance gaps, the largest difference in student performance falls in the area of math where the performance of white students (green, high level of performance) exceeds the performance of socioeconomically disadvantaged students (red, low or very low level of performance) who scored 56 points below level three (level three is the academic indicator indicating met standard). Southside utilizes contract services with the San Benito County office of Education for Business services, Internet Technology, Special Education and for staff development. Southside is proud to offer enrichment activities and athletics and other extra-curricular programs to support the school's philosophy for each student to become productive members of a diverse and changing society. Our plan focuses on developing a highly skilled staff to provide an inclusive learning environment a multi-tiered system of students support. Our approach is to include our stakeholder groups in this community effort to include all students in rigorous and collaborative learning experiences.

LCAP Highlights

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

Working closely with the Southside staff and stakeholders within the district, four goals have been identified for focus.

Goal 1
Provide a high trained qualified workforce within the organization. Teacher credentials and certifications have been reviewed and verified to ensure that a highly-qualified staff is used to provide services to students. Induction services are being provided for one new teacher through the Monterey County office of education. Staff development sessions have been ongoing one time a month all school year in addition to teacher selected sessions approved by administration. Two full time instructional assistants will continue to be used part time to provide targeted services for Migrant, ELL and special needs students.

Goal 2
The school will continue to acquire California state approved common core instructional materials in in core academic subject areas. The timeliness and approval process of the state adopted instructional materials system prolongs the purchase of materials and the implementation of curriculum due to teachers accessibility and time to familiarize themselves with the new materials. Staff members will attend professional development sessions for training with the new materials. Students will participate in the interim CAASPP formative assessments in preparation for the summative assessments. The school has worked with the technology department at the county office of education to establish two computer adaptive intervention programs. One in the area of Math, through the program Dreambox, and the other in early literacy, through footsteps2brilliance.

Goal 3
Student engagement has improved by providing extra-curricular activities and clubs for students. The school will continue to organize after school clubs and incorporate PE into the instructional day. The school will work collaboratively with school partnership organizations to develop community outreach activities for students as well as after-school athletics. Currently the school

has maintained an attendance rate of 95% at the start of attendance period 3. The school has recommended one student for expulsion this year and by comparison, the suspension rate has been lowered by -2.4% from last year. No students have been recommended SARB. The parent, teacher, and student surveys were conducted last year through the California Healthy Kids (CHKS) survey instrument. Surveys were taken by students in the classroom and staff will participate in surveys online. Parents were sent hard copies of the survey and provided an online option as well.

Goal 4
The school information and communication systems have drastically improved in the last two years. The California Healthy Kids Survey tool was used last year and is much more reliable than what was used in the past. The school has made a point to use real data to guide school improvement and reform efforts. Overall school to parent communication has been a priority and feedback from parents has been very positive. The school has made a concentrated effort and will continue to focus on providing all school communication to parents in both English and Spanish.

Review of Performance

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

Greatest Progress

Equity Report:

A review of the six state indicators and the four local indicators provided the school a baseline to increase school wide academic performance and attempt to meet the social emotional needs of our students. Data for this section was pulled from the California Dashboard 2017 report of progress for academic progress. The 2017 California health kids survey was used to provide qualitative information. A review of internal records, the Dashboard, and CBEDS was used to review data for attendance and discipline.

A review of the records for suspension rates for the school (priority 6) scored at the very low, blue levels for all sub groups. The all student category for suspension rates declined significantly by 2.4% and the sub group with the most dramatic decline was the students with disabilities which declined by 12.4% as reported in the fall 2017 California Dashboard report. A highlight is that no student subgroup scored below a blue level in suspensions point to an approach to keep students in school rather than out of school suspension for discipline.

The state indicator for pupil achievement (priority 4) indicated a growth for our students identified as English learners who scored as a sub-group category in the status column with green indicator, demonstrating a decline by 2 points in comparison to last year.
Our school wide English Language arts indicator (priority 1) for all students was in the High area with our white students scoring at very high (blue) and our Hispanic student sub-group scoring at high (green). No student subgroup at Southside school scored in the red orange level, which are the two lowest levels of performance. The overall school performance in ELA remained at the high, green level, for all students in grades 3-8. On the other hand, in comparison to the assessment data from the prior year, there was a significant decline by 15.8 points school wide.

The overall student data for mathematics is an academic area that needs to be addressed as a school. The dashboard data indicates that students in 3-8th grade scored at the yellow status level which is considered medium. The assessment data in math showed very little growth except for two subgroups. Our socioeconomically disadvantaged students who scored in the low level but increased by 12.3 points in comparison from the last assessment data. Our English Learner student sub group scored at the low level but increased in math by 20 points.

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

Greatest Needs

Inequity Report:
A comparison to the ELA assessment data from the prior year, there was a significant decline by 15.8 points school wide. Our state indicator rubric identified our socioeconomically disadvantaged students scoring at low (orange) with a measure of overall decline by 8.2 points in English Language Arts as reported in theCalifornia state 2017 dashboard report.

Our school wide math scores show our largest challenge (priority 1). Our white students were the only subgroup meeting performance criteria scoring at the high (green) range at yet still declined by 15.9 points. We attribute most of our academic success to our whole school inclusion model and the rigorous expectations the school maintains for student performance. The overall student data for mathematics is an academic area that needs to be addressed as a school. The dashboard data indicates that students in 3-8th grade scored at the yellow status level which is considered medium. The assessment data in comparison to the prior year indicated a decline of 7.4 points. The student subgroups of hispanic, socioeconomically disadvantaged, and students with disabilities all scored at the low level of performance in math. In Math, the area of most need identified our students with disabilities scoring at 48.4 point decline. Our overall school performance, the combination of all sub-groups was in the high range (yellow) and an overall decline of 7.4 points.There still remains a gap in student performance in math.

Our local indicators (CHKS) tell us that we need to focus on Parent engagement (priority 3) and school climate (priority 6) to address this student group.

Our goals for addressing this need are identified through:
Goal 1- Providing a highly qualified fully credentialed staff to support students in need
Goal 2- By providing standards based, state approved instructional materials in both English and Spanish, and research based interventions to support all students.
Goal 3- By engaging all students in a rigorous academic experience
Goal 4- Through increased communication with students, staff, parents and stakeholders

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

Performance Gaps

Our local indicators tell us that we need to focus on Parent engagement (priority 3) and school climate (priority 6) to address the Socioeconomically disadvantaged (SED) student group. The school needs to provide out reach services to parents and students to maintain or increase student attendance. To accomplish this the school will provided informational parent nights focused on the importance of everyday school attendance, personal contact with parent who's students are not at school, administration of the California Healthy kids and parent survey in the 2018-2019 school year. Secondly, the school has adopted the Positive Behavior Intervention and Support (PBIS) program that will be used in the 2018-2019 school year. The PBIS program is a research based support program focused on positive school climate and student engagement.
Training is needed for our staff members to provide an understanding of the unique needs that the SED student group will need to be more connected to school. The school needs to work on how to engage the parent community and to be more inclusive and supportive for the needs of all families. These gaps are being addressed in Goals 1 and 3. We have adjusted our communication with families (Goal 4) to increase our communication structures and to provided communications in both English and Spanish.

As reported in the California state dash-board a gap of two performance level exists in ELA between all student groups, scoring in green (high) and students identified as socioeconomically disadvantaged who scored at orange (low). This is the only category where there is a two level difference in performance levels between student groups and all students.

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

Increased or Improved services

Based upon student, staff and parent feedback and our research on effective practices the school is implementing actions and services to support low income, English learners and foster youth. We are using LCFF supplemental funds to address the unique needs of these students. The most significant area of improved services is the implementation of a tiered model for student intervention and a school wide behavior support matrix in PBIS. The tiered model is an attempt to serve the whole child by supporting students in academics, social emotional well-being and positive behavior.

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$2,028,696
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$1,263,360.00

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

Items in the general fund budget include the LCFF revenue limit, federal revenues and other identified state funding resources not included are general operational support staffing, administration, general district operations, utilities, supplies, materials, and facility maintenance.

DESCRIPTION

Total Projected LCFF Revenues for LCAP Year

AMOUNT

$1,737,402

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

Recruit, support and retain a highly skilled and diverse workforce committed to the success of all students and establish an effective learning environment 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)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1) Analysis of Teacher Credentials and certifications 2) Students and stakeholder surveys 3) School Maintained in good repair 4) Standards aligned instructional materials 5) Implement state adopted content and standards	1. Analysis of Teacher Credentials and Certification- For the 2017-2018 school year there was one teacher (.5) working on a supplemental waiver and a second teacher (1.0) completing induction. Thus, out of 10.5 certificated staff members, 1.5 are not fully credentialed (85% fully credentialed). 2. Students and stakeholder surveys- The California Healthy kids survey was administered during the spring of 2017. All 4th-8th grade students participated in the survey. Parents were provided an opportunity to participate in the survey via an online link or in hard copy form in both English and Spanish. Parent participation was very low at 12%. 3. School maintained in good repair- The school FIT report was conducted in October of 2017 and indicated varmint issue on the school grounds as an area of need. The school is taking steps to minimize the issue but cannot fully eradicate the problem due to the school's proximity to open field farming plots surrounding the school. 4. Standards aligned instructional materials- 100% of students are provided state approved standards aligned materials in ELA and Math. Staff is working

Expected	Actual
17-18 1) For the 2017-2018 school year only 90% of teachers were fully credentialed 2)The California Healthy Kids survey will be used to provide relative feedback about the learning environment and school culture all 4th-8th grade students will participate in the survey. Parents will be provided access to the online survey portal. Parent survey participation will increase by 20% 3) Analysis of school FIT report will be used to analyze the condition of school facilities and grounds and used to address areas of need in order to maintain the facility in 100% good condition. 4) 100% of students will be provided access to standards aligned core content materials. Standards aligned materials will be inventoried annually to assess the need for new instructional material purchases 5) State adopted content standards will be used in all grade levels (100%), teachers will begin to unpack new content standards in Social Studies and Science. 6) To support English Language learners, primary language Instructional materials will be inventoried to assess the need for purchases in core content areas. The school will continue to use computer based intervention materials that included primary language support in Spanish.	on the adoption process for a new Social studies adoption for the 2018-2019 school year. 5. Implementation of state adopted content and standards-State adopted content standards are used in all classrooms and in all grade levels. To support English learners primary language instructional materials have been purchased and are being used where needed.

Baseline
1) For the 2016-2017 school year only 80% of teachers were fully credentialed
2)The California Healthy Kids survey was contracted to provide relative feedback about the learning environment. All 4th-8th grade students were provided access to participate in the survey. An online portal was created for parents to participate in the parent portion of the survey. Paper copies were sent home in English and in Spanish.
3) Analysis of school FIT report to analyze the condition of school facilities and grounds, the most current report indicated that the school facility and grounds were in 100% good condition.
4) Standards aligned materials were inventoried and assessed and new purchases were made for ELA and math materials
5) State adopted content standards were used in all grade levels, teachers began to unpack new content standards in Science.
6) Instructional materials were purchased in ELA and Math to support English Language learners and computer based intervention materials were purchased that included primary language support in Spanish.

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
1) Recruit, support and retain a highly skilled and diverse workforce committed to the success of all students. Conduct an analysis of teacher credentials and staffing assignments 2) Provide assistance, mentors, professional development, training and induction services as required for teachers in training. 3) Annual facility and grounds inspection, monthly playground and equipment inspections and quarterly safety committee meetings, review of FIT report findings 4) Review the instructional materials supplies and purchase additional core content materials if needed or where newly adopted materials are needed. 5) Review state adopted content and standards and provide professional development for classroom implementation.	1) The analysis of teacher credentials and staffing indicated that 85% of teachers were fully credentialed. 2) Staff attended 7 selected professional development training sessions outside of school. All staff attended 22 hours of onsite professional developments in staff meetings. One teacher participated in the induction program with an on site mentor teacher. 3) The annual facility and grounds inspection was completed in October 2017. Monthly playground and equipment inspections were completed by the head custodian. The school insurance provided completed a site inspection in December 2017 and a fire safety inspection was completed on Sept. 19th, 2017 and on May 30th, 2018. 4) A review the instructional materials supplies was completed in August 2017 and purchases of additional core content materials was placed in August 2017. 5) A review state adopted content and standards was completed in August 2017 and updates to state curriculum changes were provided to staff at staff meetings in November (Science), February	1) 100% Fully credentialed teacher including staff funded under EPA 1000-1999: Certificated Personnel Salaries LCFF $657,897 1) Certificated Employee Benefits 3000-3999: Employee Benefits LCFF $319,319 1) Hire 3 instructional aids totaling 1.75 FTE to provide academic support in mainstream classrooms teachers and student intervention support 2000-2999: Classified Personnel Salaries Supplemental and Concentration $51,624 1) Classified Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration $52,200 Staff development and training 5800: Professional/Consulting Services And Operating Expenditures LCFF $9,500 2) Provide induction services for new teachers educator effectiveness fund 5800: Professional/Consulting Services	100% Fully credentialed teachers 1000-1999: Certificated Personnel Salaries LCFF $657,897 Certificated Employee Benefits 3000-3999: Employee Benefits LCFF $319,319 1) Hire 3 instructional aids totaling 1.75 FTE to provide academic support in mainstream classrooms teachers and student intervention support 2000-2999: Classified Personnel Salaries Supplemental and Concentration $51,624 1) Classified Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration $52,200 Staff development and training 5800: Professional/Consulting Services And Operating Expenditures LCFF $9,500 2) Provide induction services for new teachers educator effectiveness fund 5800: Professional/Consulting Services

		And Operating Expenditures Other $5,287	And Operating Expenditures Other $5,287
		3) Support facility improvements identified through the annual site FIT report and grounds inspections. 5000-5999: Services And Other Operating Expenditures LCFF $500	3) Support facility improvements identified through the annual site FIT report and grounds inspections. 5000-5999: Services And Other Operating Expenditures LCFF $500
		4) Instructional materials and supplies 4000-4999: Books And Supplies Lottery $4,860	4) Instructional materials and supplies 4000-4999: Books And Supplies Lottery $4,860
		5) Staff development for core content implementation in the classroom 5800: Professional/Consulting Services And Operating Expenditures LCFF $2,500	5) Staff development for core content implementation in the classroom 5800: Professional/Consulting Services And Operating Expenditures LCFF $2,500
		Mentor teacher for induction program support funded through educator effectiveness account 1000-1999: Certificated Personnel Salaries Other $1,800	Mentor teacher for induction program support funded through educator effectiveness account 1000-1999: Certificated Personnel Salaries Other $1,800

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1) Hire instructional aids. For a total of .8 FTE to provide academic support to EL and Migrant students 2) Review the instructional materials supplies and purchase additional materials if needed as well as instructionally aligned materials to support ELL students. 3) Review and purchase intervention materials and monitor students use of on-line curriculum	1) Two instructional aids have been retained to support students from the migrant labor camp and to provide academic support for ELL students this year. A total of .8 FTE was allocated to provide academic support to EL and Migrant students. 2) Instructional material and supplies were purchased as well	1) Hire instructional aides. For a total of .875 FTE to provide academic support to EL and Migrant students, migrant funds 2000-2999: Classified Personnel Salaries Other $27,620	1) Hire instructional aides. For a total of .875 FTE to provide academic support to EL and Migrant students, migrant funds 2000-2999: Classified Personnel Salaries Other $27,620
		1) Hire instructional aides. For a total of .875 FTE to provide academic support to EL and Migrant students, migrant funds	1) Hire instructional aides. For a total of .875 FTE to provide academic support to EL and Migrant students, migrant funds

to support English Learner proficiency and access to CCSS.	as additional bilingual materials needed to support ELL students. These materials were Spanish language versions of the regular classroom curriculum materials. 3) Intervention materials are being used through the use of on-line computer adaptive curriculum to support English Learner proficiency and access to CCSS. Examples of these materials are: Footsteps 2 brilliance, Dreambox (math).	3000-3999: Employee Benefits Other $29,355 2) Review the instructional materials supplies and purchase additional materials if needed as well as instructionally aligned materials to support ELL students. 4000-4999: Books And Supplies Supplemental and Concentration $5,750 3) Review and purchase intervention programs and monitor students use of on-line curriculum to support English Learner proficiency and access to CCSS. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $3,575	3000-3999: Employee Benefits Other $29,355 2) Review the instructional materials supplies and purchase additional materials if needed as well as instructionally aligned materials to support ELL students. 4000-4999: Books And Supplies Supplemental and Concentration $5,750 3) Review and purchase intervention programs and monitor students use of on-line curriculum to support English Learner proficiency and access to CCSS. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $3,575

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.

1) An analysis of teacher credentials and staffing assignments has been completed to ensure Southside maintains a highly skilled and diverse workforce committed to the success of all students. The district has been working with one staff member who is on a limited assignment to ensure that the staff member becomes fully certified by the end of the year. A second staff member is working on full certification and is in the second year of the induction program through the county office of education. The analysis indicated that the goal has not been met and two certificated staff members are not fully qualified. Our goal is to reach 100% fully qualified.

2) A mentor has been assigned to the teacher in the induction program and the Superintendent is working with the staff member on a limited assignment. Professional development and training has been an ongoing activity with all staff members. This year staff members have participated in off site professional development and well as targeted webcast presentations. The analysis of this project area indicates that the school is on track to meet this portion of the goal.

3) The annual facility and grounds inspection, FIT report was completed and submitted in October 2017. Administration and custodial staff conduct monthly playground and equipment inspections to insure structures are safe and clean. Due to health related issues our quarterly safety committee meetings have not been consistant and the school needs to insure these meeting are regular. An analysis of this portion of the goal has not been met due to the cancelation of meetings.

4) A Review of the instructional materials supplies was conducted in each grade level and a limited number of additional core content materials were purchased. An analysis of this portion of the goal is that instructional materials have been purchased and implemented in the classroom. This portion of the goal has been met.

5) A Review of the state adopted curriculum materials was completed. There were professional development sessions conducted to align curriculum materials, instructional methodology, tiered systems of support, and positive behavior intervention to support the instruction and implementation of state content standards.

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

1) The district is effective in monitoring teacher credentials and staffing assignments. The district goal is to insure Southside maintains a highly skilled and diverse workforce committed to the success of all students. The administration has had individual meeting with staff members who are not yet fully qualified. This has contributed to the effectiveness of meeting this portion of the goal.

2) Mentors have been very effective in working with our induction staff member. More focused staff wide professional development is needed to align training with school priorities rather than "one off" single teacher trainings. The administration is working with staff members to insure that professional development requests are in alignment with the goals and priorities of the LCAP plan.

3) Facility, playground equipment and grounds inspections have improved and are more frequent than in prior years. Our quarterly safety committee meetings have been limited due to health issues of a committee member.

4) The review of instructional materials supplies and the purchase of additional core content materials is a standard practice at the beginning of the school year. By reviewing the materials and purchasing additional resources have contributed to the overall effectiveness for this portion of the goal.

5) Staff development requests are now reviewed on an individual request basis for individual professional development sessions. Professional development days and staff meetings were used to conduct specified trainings for all staff members. By including all classified and certificated staff members in the professional development sessions, all staff members were trained with specified professional development that has contributed to the effectiveness and achievement of this portion of the goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There appears to be small differences between the budgeted expenditures and actual expenditures for the staff development activities. Not all staff members participated in off site professional development. A second area of difference is in the intervention materials purchased. Our budgeted expenditure was to high in comparison to the needs and actual expenditure.

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.

Changes to this goal would include a shift in the metrics. How do we measure the workforce committed to the success of all students? Secondly how do we measure an effective learning environment for all students? Our evaluation of programs and measurement of success needs to be reviewed in the future. Additional changes can be found in Goal 1 of the Goals, Actions and Services portion of this report.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 2

Our school will use standards based state approved curriculum and use research based instructional strategies to provide quality instruction for all students. The goal is to increase student achievement and to respond with additional support for students who do not demonstrate success.

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)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1) Instructional support team meetings to develop baseline scores for each student based upon SBAC score from prior years. Students is specified sub groups will increase performance in the CAASPP ELA and Math assessments. a) Socio-Economically Disadvantaged students will increase performance annually in ELA and Math by 5 performance points towards level 3. b) Hispanic/Latino students will maintain or increase annually in the distance from level 3 in ELA and will progress by 5 points toward level 3 in math. 2) Classroom based diagnostic assessments in ELA, Math (STAR 360) 3) Universal screening and progress monitoring (MTSS & PBIS) 4)Students participating in the CELDT/ELPAC assessments 5) Graduation rates	1) Board members were provided student assessment data from the 2017 CAASPP report in a board presentation in November 2017. Staff members were provided data in a professional development session in August 2017. PAC parents were presented with student performance data in November 2017. SBAC scores from prior years has been provided to staff members and board members as a comparative growth measure. Students in specified sub groups had mixed results in performance on the 2017 CAASPP ELA and Math assessments. a) Socio-Economically Disadvantaged students increased performance on the CAASPP assessment in math by 12.3 points from level 3. These same students declined on the ELA CAASPP performance by -8.2 points from level 3. b) Hispanic/Latino students will maintained a high status from level 3 in ELA at +14.5. These same students declined in the math assessment by -6.8 points from level 3.

Expected	Actual
17-18 1) SBAC year two scores will be used as a metric to indicate academic growth from or at the level 3 indicator. By sub group: a) Socio-Economically Disadvantaged students will increase by 5 points towards level 3 b) Hispanic/Latino students will maintain or increase in the distance from level 3 in ELA and will progress by 5 points toward level 3 in math. c) White students will maintain or increase in the distance from level 3 in ELA and will maintain or increase by 5 points from level 3 in math. 2) STAR 360 is being used to provide interim classroom based assessments on students progress. STAR 360 is being used in 100% of classrooms. 3) Cohort 1 of the MTSS team is in year two of the training and the PBIS team will begin training session in September 2017 (MTSS & PBIS) 4)Reclassification of students based upon language acquisition status was based upon CELDT scores last year. The state is implementing a new assessment system to measure student language acquisition called the ELPAC assessment. This will be a baseline year for the assessment and student reclassification rates will not be comparable to last year. 5) 100% of 8th grade students will promote to high school	2) Classroom based diagnostic assessments are now a common practice in classrooms. Staff members are using interim assessments in ELA, Math (STAR 360) 3) Universal screening and progress monitoring are in the beginning stages and staff members are participating in on going training through MTSS and PBIS. 4)Students are participating in the CELDT/ELPAC assessments and staff members are attending the state sponsored professional development for ELPAC. 5) Graduation rates do not apply for Southside, but Southside did not retain any students from last year.

Expected	Actual
Baseline 1) SBAC scores will be used as a metric to indicate academic growth from or at the level 3 indicator. By sub group: a) Socio-Economically Disadvantaged students-declined by -6.4 points from level three on ELA, Decreased significantly in Math by -56 points from level 3. Students will increase by 5 points towards level 3 in both ELA and Math assessments. b) Hispanic/Latino students-increased by 17.6 points in ELA and maintained 0.5 and -19 points from level three in math. Students will maintain or increase in the distance from level 3 in ELA and will progress by 5 points toward level 3 in math. c) White students increased 15.9 points at 66.5 points from level three in ELA and maintained 0.5 and 70 points above levels three in math. 2) STAR 360 is being used to provide interim classroom based assessments on students progress. STAR 360 is being used in 100% of classrooms. A review of STAR360 assessment data indicated that a total number of 131 students comprised of multiple grade levels scored at or above proficiency in Math at 67% (88 students) and 33% (43 students) scoring below proficiency in Math. For STAR360 reading, 156 students were assessed and 56% (87 students) scored at or above proficiency in reading and 44% (69 students) scored below proficiency. 3) Cohort 1 of the MTSS team is in year two of the training and the PBIS team will begin training session in September 2017 (MTSS & PBIS) 4)Reclassification of students based upon language acquisition status, reclassified students from the 2015-2016 school year was 17 students or 30%. In comparison students reclassified in the 2016-2017 school year was 11 students or 19%, a decrease from the prior year. 5) 100% of 8th grade students promoted to high school in the 2016-2017 school year with a 0% drop out rate.	

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
1) SBAC year two scores will be used as a metric to indicate academic growth from or at the level 3 indicator. By sub group: a) Socio-Economically Disadvantaged students will increase by 5 points towards level 3 b) Hispanic/Latino students will maintain or increase in the distance from level 3 in ELA and will progress by 5 points toward level 3 in math. c) White students will maintain or increase in the distance from level 3 in ELA and will maintain or increase by 5 points from level 3 in math. 2) STAR 360 is being used to provide interim classroom based assessments on students progress. 3) Cohort 1 of the MTSS team is in year two of the training and the PBIS team will begin training session in September 2017 (MTSS & PBIS)	1) CAASPP year two scores were used as a metric to indicate academic growth for students based upon the level 3 indicator (level three is used as a measure to determine meeting standard). Sub-group performance data is listed below: a) Socio-Economically Disadvantaged students increased performance on the CAASPP assessment in math by 12.3 points toward level 3. Y Despite the increase in points this student sub group still maintains a status level 44.3 points below level 3. These same students declined on the ELA CAASPP assessment by 8.2 points from level 3 and maintained a status level of 14.7 points below level 3. b) Hispanic/Latino students maintained a high status level from level 3 in ELA at +14.5 but declined on the 2017 CAASPP assessment by -10.1 points. These same students maintained a low status level in math at 25.9 points below level 3 and declined in the math assessment by -6.8 points from level 3 on the assessment. c) White students performance on the CAASPP assessment remained at the high status in math at 12.1 points from level 3 but decreased from the prior year	1) Data analysis, Curriculum and assessment development student study teams and program planning to include benefits 1000-1999: Certificated Personnel Salaries LCFF $2,948 2) STAR 360-Renaissance Learning assessment system 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $2,500 3) MTSS and PBIS training and program development, MTSS funds 5800: Professional/Consulting Services And Operating Expenditures Other $5,000 3) Materials and supplies to promote PBIS and to enhance student engagement school connectedness, MTSS funds. 4000-4999: Books And Supplies Other $1,000	1) Data analysis, Curriculum and assessment development student study teams and program planning to include benefits 1000-1999: Certificated Personnel Salaries LCFF $2,948 2) STAR 360-Renaissance Learning assessment system 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $2,500 3) MTSS and PBIS training and program development, MTSS funds 5800: Professional/Consulting Services And Operating Expenditures Other $5,000 3) Materials and supplies to promote PBIS and to enhance student engagement school connectednes, MTSS funds. 4000-4999: Books And Supplies Other $1,000

by 15.9 in math. These same students remained at the high status on the ELA CAASPP at +41.1 points above level 3 but declined significantly from the prior year by -25.4 in ELA.

d) The English Learner (EL) sub group maintained a status level of 45.9 points below level 3 in math but increased on the math assessment from the prior year by increasing by 20 points. In the ELA assessment, the EL students maintained 12.3 points below level 3 and declined significantly by 21.4 points in ELA from the prior year.

e) d) The Student identified with disabilities (SD) sub group maintained a status level of 104.5 points below level 3 in math and decreased on the math assessment from the prior yea by 20 points. In the ELA assessment, the SD students maintained 63.9 points below level 3 and declined significantly by 52.9 points in ELA from the prior year.

2) STAR 360 student formative assessment data is being used in all classrooms to provide interim classroom based assessment data on students progress.

3) Cohort 1 of the MTSS team completed year two of the California SUMS training. The site PBIS team has completed year 1 of the PBIS training.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The school will identify and prioritize instructional interventions based upon analysis of multiple sources of academic data.	Staff members are providing classroom based interventions for students and the district has purchased licenses for computer adaptive interventions for early literacy and for Math this year.	1) Teacher training, professional development and teacher collaboration, STAR360 5800: Professional/Consulting Services And Operating Expenditures Title II $1,000	1) Teacher training, professional development and teacher collaboration, STAR360 5800: Professional/Consulting Services And Operating Expenditures Title II $450

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.

Our school has implemented standards based state approved curriculum in English Language Arts and Math in 100% of classrooms. Staff members are using research based instructional strategies to provide quality instruction for all students. Intervention programs and resources are being used to support students who do not demonstrate academic success. Staff members have participated in discussions about student data, provided performance data for parents. Our analysis is that the staff members are reviewing data and completing activities to address student performance. Our interim assessment data is helping to guide instructional decision.

Staff members are participating in researched based professional development in MTSS and PBIS and are working to implement these programs school wide. An analysis of this portion of the goal indicates that the school will fulfill this portion of the goal.

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

The effectiveness of these efforts have has mixed results. If only using the assessment data from the CAASPP performance system, then the result would be that the school was not effective in raising student achievement. If we look at other indicators, such as STAR 360 (56% proficient in reading and 67 proficient in Math), the Dreambox intervention math program() , Footsteps to brilliance (5,949 books read over 508 hours, promotion (zero drop outs) or school climate, then the results would indicate that students are making progress.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

One difference is the action of #1 of data analysis, our staff has been able to conduct data discussion talks within collaboration time, as part of our regularly scheduled meetings. Extra funding was not needed to complete this portion of the goal.

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.

Our computer adaptive reading intervention program is a concern. The program only serves students k-3 and does not provide support for students in grades 4th-8th. Secondly the program does not reflect the reading and time students are using to read chapter books. Students who choose to read chapter books and not using Footsteps are not recognized in the same way. Lastly, just by watching the program does not increase reading. Changes and results from our analysis can be found in the Actions, Goals and Services section under Goal 2 included within this report.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 3

The school will establish a school wide system to promote effective social behavior for all students and engage students to insure academic success

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
                      Priority 7: Course Access (Conditions of Learning)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1) Intervention team meeting minutes and collaboration 2) Discipline and attendance reports, suspension rates, attendance monitoring, SARB referrals 3) Fidelity to the PBIS priorities 4) Intervention program exit statistics and social emotional health 5) Unduplicated student performance on interim and formative assessments	1) Intervention team meeting minutes and collaboration: • The MTSS leadership team has met three times this year outside of the professional development sessions, which includes meeting between administration and County office personnel. • The PBIS leadership team has met on these dates, 12/6 and 12/14/17 1/3 and 1/11/17 2/7 and 2/8/18 3/7 and 3/8/18 4/11 and 4/12/18

Expected	Actual
17-18 1) MTSS cohort 1 is in year two of training and cohort 1 of the PBIS team will begin in Sept. 2017. 2) As a baseline of 95% in student attendance, our school wide goal is to increase student attendance by 1.5% to maintain a school wide average of 96.5% for the school year. The goal for Student discipline is to continue to decrease student suspensions by 2.6% to maintain a school wide average of less than 5%. Our goal for student survey data on the California Heathy kids survey is to have 98% of all 4th-8th grade students participate and to increase. parent participation by 20% 3) PBIS team will start training in Sept. 2017 4) Intervention programs are being used in every classrooms with all students 5) Unduplicated student performance on interim and formative assessments will be used to adjust instruction and provide intervention resources to support students. Students participation in intervention support resources will increase by 50% as indicated by Dreambox intervention data, Footsteps to brilliance reporting and STAR 360 assessment data. **Baseline** 1) MTSS cohort 1 is in year two of training and cohort 1 of the PBIS team will begin in Sept. 2017. 2) Current student attendance data for the year averaged out to 95%. Discipline data is being collected and a comparison of suspension rates indicated that they have declined by 7.6% from last year. This was a baseline year for student and parent survey data and it is currently being calculated from the California Heathy kids survey for spring 2016. Parent participation was less than 5%. Parents indicated that the school is providing a strong learning environment (85%) and is promoting academic success (82%). Parent indicated that the school could show improvement by providing information on vocational and college programs (32%) and providing additional club, activities and athletics (36%). 3) PBIS team will start training in Sept. 2017 4) Intervention programs are being used in every classrooms with all students 5) Unduplicated student performance on interim and formative assessments is being used to adjust instruction and provide intervention resources to support students.	5/2 and 5/10/18 2) The number of incidents recorded for student Discipline has decreased by 8.5% in comparison to last school year. The school attendance rate is 94.8 as measured by the P2 attendance reports, a decline from last year by 1.2% The school suspension rates has declined by 2.4%. One student has been expelled. This year no students have been referred to the SARB board for review. 3) This year the all staff members participated in the Staff assessment survey (SAS) in April 2018 to measure the fidelity to the PBIS priorities. 4) The staff is working on a tiered Intervention program to provide support for students that would include exit statistics for intervention. This has not been completed. The staff has not yet determined a data tool to measure the social emotional health of students or a support system to deliver services. 5) Unduplicated student performance on interim and formative assessments has been used to adjust instruction and provide intervention resources to support students. Students participation in intervention support resources has increased by 50% as indicated by Dreambox intervention data, Footsteps to brilliance reporting and STAR 360 assessment data.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The school will establish a comprehensive behavior support plan that includes behavioral expectations, recognition systems and consequence systems.The school will work to implement the MTSS tiered system of supports through the SWIFT system. The SWIFT system will focus on the five evidence based domains. The five domains are: Administrative Leadership Multi-tiered System of Supports Integrated Educational Framework Family and Community Engagement Inclusive Policy Structure and Practice	The school has completed year 1 of establishing a comprehensive behavior support plan through PBIS. PBIS includes behavioral expectations, recognition systems and consequence systems. The school completed year 2 of implementing MTSS, a tiered system of supports. Professional development sessions were provided through the SWIFT system. The staff completed two fidelity measure to gage the level of implementation to the priorities of SWIFT. The first assessment, the Fidelity Inventory tool (FIT) was taken two times on 4/26/17 and 11/13/17. The school Fidelity Implementation Assessment (FIA) was taken on 2/11/18.	1) Substitute costs for teachers attending MTSS/PBIS conferences and trainings. Contract services, MTSS funds 1000-1999: Certificated Personnel Salaries Other $5000	1) Substitute costs for teachers attending MTSS/PBIS conferences and trainings. Contract services, MTSS funds 1000-1999: Certificated Personnel Salaries Other $5,000
		2) Contract cost for California Healthy Kids Survey 5800: Professional/Consulting Services And Operating Expenditures LCFF $1,300	2) Contract cost for California Healthy Kids Survey 5800: Professional/Consulting Services And Operating Expenditures LCFF $1,300
		1) Statutory costs for substitutes-MTSS GRANT funds 3000-3999: Employee Benefits Other $624	1) Statutory costs for substitutes-MTSS GRANT funds 3000-3999: Employee Benefits Other $624
		3) Travel and conference for regional PBIS training, LEA PBIS coordinator on contract, social emotional learning training. MTSS funding 5000-5999: Services And Other Operating Expenditures Other $ 3,500	3) Travel and conference for regional PBIS training, LEA PBIS coordinator on contract, social emotional learning training. MTSS funding 5000-5999: Services And Other Operating Expenditures Other $3,500
		4) On-line computer based intervention in reading and math. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $2, 500	4) On-line computer based intervention in reading and math. in spanish 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $2,500

Analysis

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

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

Staff members have been active participants in MTSS and PBIS training this year. There were two priority areas identified by the staff for MTSS. One, was to establish a universal assessment system to monitor student progress and establish a uniform reporting system to inform staff and parents of student interim assessment data. This was started at the beginning of the school year through the STAR360 program and is now used school wide as an interim assessment system. The second goal from the MTSS work was to establish PBIS as a proactive approach to establish a school wide behavioral support system for all students. Four staff members have attended PBIS training this school year. The team administered a staff survey to evaluate priorty areas and needs assessment.

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

PBIS is in year 1 which is a planning and building year for the program and the staff has participated in a site needs assessment survey by taking the SAS. This measurement has provided direction for the PBIS team moving forward with the implementation of school wide PBIS. An initial role-out of the PBIS program school wide will occur at the start of next school year in alignment with the planning process provided by the PBIS cohort trainers. Four staff members are actively involved in the PBIS program.
MTSS has participated in the survey tools but the program has stalled and coordination of efforts needs to occur moving forard to align the resources and goals between PBIS and MTSS. Tier three intervention are an area of concern and there no dat collection tool to measure the emotional well-being of students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There appears to be a gap in the allotment of funds for the support of MTSS and contract services. We can attribute the cost difference due to the access to educator effectiveness funds being used to cover the operational expenses for MTSS. Educator effectiveness funds are one time funds that had to be used this year and any remaining funds in this account would be returned to the state.

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.

Alignment between the MTSS team and the PBIS team is needed to combine resources and goals. Discipline data and suspension rates have declined (4%) but a positive school culture based upon PBIS principles need to be implemented. The strategies to address this need are highlighted in the Goals, Services and Actions section in Goal 3 within this report.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 4

The school will actively pursue family and community partnerships to seek input on the school's policies, practices and direction and to improve parent-school communication.

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1) Seek parent participation in school organizations and in decision making increaed by 20% as measured by sign in sheets from parent meeting and school events. 2) Measurement of family connectedness and satisfaction through survey data and parent meeting minutes and feedback will increase by 20% as measured by the CHKS. 3) Increase parent participation in high need student programs such as the migrant PAC meetings by 7% as measured by parent sign in sheets and participant counts.	1) Parent participation in school organizations has decreased due to pending litigation between the current parent club and a local non-profit organization. Parent participation in decision making has decreased as well. Our parent club membership is based upon the number of families at the school, placing a statistical number on membership is difficult. It is estimated that participation is down by 10 members. The school Board is comprised of members and in April of 2018 one member moved from the area and the position has not been filled. 2) Measurement of family connectedness and satisfaction through survey data was administered last year (16/17) through the California Healthy Kids Survey. The survey was not administered during the 2017-2018 school year but will be administered next year, 2018-2019. 3) Our parent attendance at our migrant parent PAC meetings has increased by 15% in comparison from last year. the meeting dates for this year occurred on: 8/31/17 10/26/17 1/31/18 4/12/18

Expected	Actual
17-18 1) The school will actively pursue family and community partnerships to seek input on the school's policies, practices and direction and to improve parent-school communication and school governance structures. 2) Our goal is to increase parent participation of 4th-8th grade students in the next administration of California Healthy Kids survey by 20%. 3) Maintain or increase the number of parents attending school ELAC meetings by 3% **Baseline** 1) Current participation numbers in parent organizations have maintained but attendance at the leadership and governance levels have decreased. 2) Parent survey participation totals are being calculated by the California Healthy kids survey, parent portion. Only 5% of parents of 4th-8th grade students participated in the 2016 survey. In the 2016-2017 survey 100% of third and fourth grade students participated but in the fifth grade only 13 students or 52% of students participated. 3) ELAC meetings have increased and average 12-20 members each meeting.	5/15/18

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
1) The school will actively pursue family and community partnerships to seek input on the school's policies, practices and direction. The school will improve parent-school communication and participation in school governance structures.	1) The school has not improved parent-school participation. Communication structures are in place to provide information to parents and the community, through school messenger and the school website. 2) The school did not survey the parents this year to measure	1) Website to advertise and provide information about SSC to parents at back to school night and in the beginning of the school year 5000-5999: Services And Other Operating Expenditures LCFF $200	1)Website to advertise and provide information about SSC to parents at back to school night and in the beginning of the school year 5000-5999: Services And Other Operating Expenditures LCFF $200
		1) Parent classes and information centers relating to MTSS, PBIS	1) Parent classes and information centers relating to MTSS, PBIS

2) Our goals is to increase parent participation school feedback systems in order to engage parents and students engagement and school climate. We will do so but encouraging parent participation, administration of the CHKS survey in the 2018-2019 school year and with weekly scholo to parent emails highlighting school activities and parent participation opportunities.

3) Maintain or increase the number of unduplicated parents attending school meetings or participating in school organizations by 3%

engagement engagement or school climate. The school will survey parents and students in the 2018-2019 school year.

3) The school increased the number of unduplicated parents attending school meetings or participating in school organizations by 3% overall.

and home based supplemental curriculum resources to include benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $1179

2) Contract with School Messenger for messaging in English and Spanish 5900: Communications Supplemental and Concentration $ 1, 750

3) PAC meetings and community activity nights for Migrant Parents 4000-4999: Books And Supplies Other $ 300

3) Parent meeting attendance incentives 4000-4999: Books And Supplies Supplemental and Concentration $ 250

3) Contract with Website provider to provide content in English and Spanish 5900: Communications Supplemental and Concentration $ 1,500

and home based supplemental curriculum resources to include benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $1,179

2) Contract with School Messenger for messaging in English and Spanish 5900: Communications Supplemental and Concentration $1,750

3) PAC meetings and community activity nights for Migrant Parents 4000-4999: Books And Supplies Other $300

3) Parent meeting attendance incentives 4000-4999: Books And Supplies Supplemental and Concentration $250

3) Contract with Website provider to provide content in English and Spanish 5900: Communications Supplemental and Concentration $1,500

Analysis

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

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

This year has been a challenge with parent participation. From school level governance to classroom volunteers to school connected organizations, all have have had low participation and low attendance. Our parent club membership is based upon the number of families at the school, placing a statistical number on membership is difficult. It is estimated that participation is down by 10 members. The goal was not met to increase parent participation this year. The only area where parent participation has increased has been with our migrant parent population. Attendance has increased by 15% with this parent group.

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

Efforts were not effective to increase parent participation. We can attribute this to not administering the CHKS, a parent group political conflict and declining enrollment.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There appears to be no difference between the budgeted and actual expenditures. The only area of difference was in action item number one, The budgeted amount was not used.

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

A considerable effort needs to be made with this goals to increase parent participation. Our staff and leadership teams need to make this a priority for next school year. Our efforts are highlighted in the Goals,Services and Actions section in goal four of this report.

Stakeholder Engagement

LCAP Year: **2018-19**

Involvement Process for LCAP and Annual Update

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

The Southside School District involved a variety of constituents through the following means throughout the school year to engage stakeholders in the planing and analysis of the Southside School LCAP. Public meetings were held with the public hearing date was with board of trustees on 5/23/18. On 6/5/18 the plan was approved by the board. Meetings with the staff to review portions of the document were held on 3/7/18 & 5/10/18. A public meeting was held with the Migrant parent organization on 5/10/18 and then with the Migrant Parent board members on 5/16/18. Final board of trustee approval occurred on 6/5/18.
Input on the LCAP plan received during Board Meetings on 5/23/18, staff via email on 5/2/18 and Migrant PAC meeting on 5/15/18.
School budget information was provided to board members and to staff members at each point in the school year when new information became available from the state or from the county office of education.
School administration has kept all stakeholder groups up to date with current news and information regarding changes to state policy and funding.
Copies of the 2016-2017 Board and County approved LCAP plan was presented to the Board of trustees in the 2017 September and October meetings

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:
- Technology upgrades will be made,including internet access, chrome books and hardware
- Technology training will be provided for teachers and students
- Visual and Performing Arts Consultants will be contracted to provide CCSS lessons for all students.
- Students will participate in achievement award assemblies on a quarterly basis.
- Students will receive attendance certificates at each quarter
- Input from the various groups will result in additional time for aides and numbers of aides for low achieving students.

Goals, Actions, & Services

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

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

Modified Goal

Goal 1

Recruit, support and retain a highly skilled and diverse workforce committed to the success of all students and establish an effective learning environment 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)

Local Priorities:

Identified Need:

1. Highly qualified teachers
2. Effective learning environment for all students
3. Facilities maintained and in good repair
4. Implementation of Common Core State Standards combined with standards aligned state approved instructional materials.
5. A tiered system of intervention and support to meet the academic, social emotional, and healthy well-being of all students.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1) Priority 1 Credentialed Teachers	1) For the 2016-2017 school year only 80% of teachers were fully credentialed.	1) For the 2017-2018 school year 84% of teachers were fully	1) For the 2018-2019 school year the district will have100% of teachers fully	1) For the 2019-2020 school year the district will have 100% of teachers fully

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2) Priority 6 Survey Stakeholders 3) Priority 1 FIT 4) Priority 2 Sufficient Instructional Materials 5) Priority 2 Sufficient Instructional Materials	2)The California Healthy Kids survey was contracted to provide relative feedback about the learning environment. All 4th-8th grade students were provided access to participate in the survey. An online portal was created for parents to participate in the parent portion of the survey. Paper copies were sent home in English and in Spanish. 3) Analysis of school FIT report to analyze the condition of school facilities and grounds, the most current report indicated that the school facility and grounds were in 100% good condition. 4) Standards aligned materials were inventoried and assessed and new purchases were made for ELA and math materials.	credentialed as of May 2018. 2)The California Healthy Kids survey was not administered in the 2017-2018 school year. 3) The school FIT report was used in October 2017 to analyze the condition of school facilities and grounds to identify areas of need in order to maintain the facility at 100% good condition. 4) 100% of students were provided access to standards aligned core content materials in every classroom. Standards aligned materials were inventoried in August 2017 to assess the need for new or replacement instructional materials. 5) State adopted content standards were used in all grade levels at 100% for all students. Staff member have stated to review new curriculum	credentialed and properly assigned (using SARC and Williams Report). 2) For the 2018-2019 school year the California Healthy Kids survey will be used to provide relative feedback about the learning environment and school culture. 100% of all 4th-8th grade students will participate in the survey. Parent survey participation will increase to 50% of all 4th-8th grade parents. 3) The district will have 100% of the facilities in good or exemplary condition as measured by the Facility Inspection Tool (FIT) report. 4) 100% of students will be provided access to standards aligned core content materials as verified by board resolution and Williams report.	credentialed and properly assigned (using SARC and Williams Report). 2)The California Healthy Kids survey is administered every other year and will not be administered in the 2019-2020 school year. 3) The district will have 100% of the facilities in good or exemplary condition as measured by the Facility Inspection Tool (FIT) report. 4)100% of students will be provided access to standards aligned core content materials as verified by board resolution and Williams report. 5) The school will adopt and purchase core instructional materials in Science. 6) To support English Language learners, primary language Instructional materials will be inventoried to

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	5) State adopted content standards were used in all grade levels, teachers began to unpack new content standards in Science. 6) Instructional materials were purchased in ELA and Math to support English Language learners and computer based intervention materials were purchased that included primary language support in Spanish.	materials in Social studies. 6) English Language learners were supported with primary language Instructional materials in core content areas. The school continued to use computer based intervention materials that included primary language support in Spanish in Literacy and in Math.	5) The school will adopt and purchase new core instructional materials in Social Science. In the second semester the school will review state adopted instructional materials in Science. 6) To support English Language learners, primary language Instructional materials will be inventoried to assess the need for purchases in core content areas. The school will continue to use computer based intervention materials that included primary language support in Spanish.	assess the need for purchases in core content areas. The school will continue to use computer based intervention materials that included primary language support in Spanish.

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 Specific Schools: Southside School Specific Grade Spans: TK-8th

<div align="center">**OR**</div>

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
1) For the 2017-2018 school year 85% of teachers were fully credentialed as of May 2018. The district is working with the county office of education to provide induction services and credit hours to insure 100% of staff are fully credentialed by the 108-2019 school year 2)The California Healthy Kids survey was not administered in the 2017-2018 school year as this survey is administered every other year. 3) The school FIT report was used in October 2017 to analyze the condition of school facilities and grounds to identify areas of need in order to maintain the facility at 100% good condition. The district	1) For the 2018-2019 school year 100% of teachers will be fully credentialed. 2) For the 2018-2019 school year the California Healthy Kids survey will be used to provide relative feedback about the learning environment and school culture. 100% of all 4th-8th grade students will participate in the survey. Parent survey participation will increase to 50% of all 4th-8th grade parents. 3) Analysis of school FIT report will be used to analyze the condition of school facilities and grounds and used to address areas of need in order to maintain the facility in 100% good condition.	1) For the 2019-2020 school year 100% of teachers will be fully credentialed. 2)The California Healthy Kids survey is administered every other year and will not be administered in the 2019-2020 school year. 3) The analysis of school FIT report will be used to analyze the condition of school facilities and grounds and used to address areas of need in order to maintain the facility in 100% good condition. 4)100% of students will be provided access to standards aligned core content materials. Standards aligned materials will be inventoried annually at the beginning

will continue to work with outside sources to inspect and evaluate facility conditions.

4) 100% of students were provided access to standards aligned core content materials in every classroom. Standards aligned materials were inventoried in August 2017 to assess the need for new or replacement instructional materials.

5) State adopted content standards were used in all grade levels at 100% for all students. Staff member have started to review new curriculum materials in Social studies for a textbook adoption in 2018-2019.

6) English Language learners were supported with primary language Instructional materials in core content areas. The school continued to use computer based intervention materials that included primary language support in Spanish in Literacy and in Math.

4) 100% of students will be provided access to standards aligned core content materials. Standards aligned materials will be inventoried annually at the beginning of the year to assess the need for new or replacement instructional materials.

5) The school will adopt new core instructional materials in Social Science. In the second semester the school will review new instruction materials in Science.

6) To support English Language learners, primary language Instructional materials will be inventoried to assess the need for purchases in core content areas. The school will continue to use computer based intervention materials that included primary language support in Spanish.

of the year to assess the need for new or replacement instructional materials.

5) The school will adopt new core instructional materials in Science.

6) To support English Language learners, primary language Instructional materials will be inventoried to assess the need for purchases in core content areas. The school will continue to use computer based intervention materials that included primary language support in Spanish.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$657,897	$671,055	$684,476
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries 1) 100% Fully credentialed teachers	1000-1999: Certificated Personnel Salaries 1)100% Fully credentialed teachers	1000-1999: Certificated Personnel Salaries 1)100% Fully credentialed teachers

Amount	$319,319	$325,290	$330,852
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits 1) Certificated Employee Benefits	3000-3999: Employee Benefits 1) Certificated Employee Benefits	3000-3999: Employee Benefits 1) Certificated Employee Benefits
Amount	$51,624	$52,656	$53,709
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries 1) Hire 3 instructional aids totaling 2.2 FTE to provide academic support in mainstream classrooms teachers and student intervention support	2000-2999: Classified Personnel Salaries 1) Hire 3 instructional aids totaling 2.2 FTE to provide academic support in mainstream classrooms teachers and student intervention support	2000-2999: Classified Personnel Salaries 1) Hire 3 instructional aids totaling 2.2 FTE to provide academic support in mainstream classrooms teachers and student intervention support
Amount	$52,200	$53,542	$54,602
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits 1) Classified Employee Benefits	3000-3999: Employee Benefits 1) Classified Employee Benefits	3000-3999: Employee Benefits 1) Classified Employee Benefits
Amount	$ 11,500	$ 11,500	$ 11,500
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Staff development and training	5800: Professional/Consulting Services And Operating Expenditures Staff development and training	5800: Professional/Consulting Services And Operating Expenditures Staff development and training
Amount	$5,287	$ 0	$ 0
Source	Other	Other	Other
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 2) Provide induction services for new teachers educator effectiveness fund	5800: Professional/Consulting Services And Operating Expenditures 2) Provide induction services for new teachers, if needed	5800: Professional/Consulting Services And Operating Expenditures 2) Provide induction services for new teachers, if needed

Amount	$500	$ 500	$ 500
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures 3) Support facility improvements identified through the annual site FIT report and grounds inspections.	5800: Professional/Consulting Services And Operating Expenditures 3) Support facility improvements identified through the annual site FIT report and grounds inspections.	5800: Professional/Consulting Services And Operating Expenditures 3) Support facility improvements identified through the annual site FIT report and grounds inspections.
Amount	$ 4,860	$34,800	$ 35,000
Source	Lottery	Lottery	Lottery
Budget Reference	4000-4999: Books And Supplies 4) Instructional materials and supplies	4000-4999: Books And Supplies 4) School wide Social studies textbook adoption	4000-4999: Books And Supplies 4) School wide Science Textbook adoption
Amount	$2,500	$ 3000	$ 3,500
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 5) Staff development for core content implementation in the classroom	5800: Professional/Consulting Services And Operating Expenditures 5) Staff development for core content implementation in the classroom	5800: Professional/Consulting Services And Operating Expenditures 5) Staff development for core content implementation in the classroom

Action 2

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

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

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

English Learners Foster Youth Low Income	Schoolwide	Specific Schools: Southside School

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
1) The school employed two instructional aids for a total of .8 FTE to provide academic support to EL and Migrant students for the 2017-2018 school year. 2) Classroom teachers inventoried instructional materials supplies and the school purchase additional materials or replacement materials to support ELL students. 3) English learners were provided intervention materials and on-line intervention curriculum to support proficiency and access to CCSS.	1) Retain instructional aids for a total of .8 FTE to provide academic support to EL and Migrant students. 2) Review the instructional materials supplies and purchase additional materials if needed as well as instructionally aligned materials to support ELL students. 3) Review and purchase intervention materials and monitor students use of on-line curriculum to support English Learner proficiency and access to CCSS.	1) Retain instructional aids for a total of .8 FTE to provide academic support to EL and Migrant students. 2) Review the instructional materials supplies and purchase additional materials if needed as well as instructionally aligned materials to support ELL students. 3) Review and purchase intervention materials and monitor students use of on-line curriculum to support English Learner proficiency and access to CCSS.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$27,620	$28,172	$28,735
Source	Other	Other	Other
Budget Reference	2000-2999: Classified Personnel Salaries 1) Hire instructional aids. For a total of .8 FTE to provide academic support to EL and Migrant students, migrant funds	2000-2999: Classified Personnel Salaries 1) Hire instructional aids. For a total of .8 FTE to provide academic support to EL and Migrant students, migrant funds	2000-2999: Classified Personnel Salaries 1) Hire instructional aids. For a total of .8 FTE to provide academic support to EL and Migrant students, migrant funds
Amount	$30,355	$31,109	$31,705
Source	Other	Other	Other
Budget Reference	3000-3999: Employee Benefits 1) Hire instructional aids. For a total of .8 FTE to provide academic support to EL and Migrant students, migrant funds	3000-3999: Employee Benefits 1) Hire instructional aids. For a total of .8 FTE to provide academic support to EL and Migrant students, migrant funds	3000-3999: Employee Benefits 1) Hire instructional aids. For a total of .8 FTE to provide academic support to EL and Migrant students, migrant funds
Amount	$ 6,750	$6,850	$ 7,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies 2) Review the instructional materials supplies and purchase additional materials if needed as well as instructionally aligned materials to support ELL students.	4000-4999: Books And Supplies 2) Review the instructional materials supplies and purchase additional materials if needed as well as instructionally aligned materials to support ELL students.	4000-4999: Books And Supplies 2) Review the instructional materials supplies and purchase additional materials if needed as well as instructionally aligned materials to support ELL students.

Amount	$ 3,575	$ 3,575	$ 4,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures 3) Review and purchase intervention materials and monitor students use of on-line curriculum to support English Learner proficiency and access to CCSS.	5000-5999: Services And Other Operating Expenditures 3) Review and purchase intervention materials and monitor students use of on-line curriculum to support English Learner proficiency and access to CCSS.	5000-5999: Services And Other Operating Expenditures 3) Review and purchase intervention materials and monitor students use of on-line curriculum to support English Learner proficiency and access to CCSS.

Goals, Actions, & Services

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

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

Modified Goal

Goal 2

Our school will use standards based state adopted instructional materials in core content areas and use research based instructional methodologies to provide a high quality, rigorous academic experience for all students. The goal is to increase all student achievement and to establish a systematic way to respond with additional instructional support for students who do not demonstrate success or proficiency.

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. Students need to indicate growth on performance measures such as interim and summative assessments in ELA and Math
2. Students need a tiered system of intervention support to address academic, social emotional and healthy well-being on campus.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1) Priority 4 SBAC Scores a) Math b) ELA	1) SBAC scores will be used as a metric to indicate academic growth from "Distance level 3" 2015-2016 / 2016-2017	1) Improve the average distance from level 3 in math and ELA on SBAC scores by 5 points for all students. SED, EL and Hispanic students will be	1) Improve the average distance from level 3 in math and ELA on SBAC scores by 5 points for all students. Students in the lowest subgroups	1) Improve the average distance from level 3 in math and ELA on SBAC scores by 5 points for all students. Students in the lowest subgroups

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2) Priority 8 Local Academic Benchmark (STAR 360) 3) Priority 7 Conditions of Learning (MTSS & PBIS) 4)Priority 4 CELDT/ELPAC Proficiency rates and reclassification 5) Priority 5 Middle school Graduation and drop out rates	a) Math All + 1.7 / -8.8 SED -44.3 / + 12.3 EL -45.9 / +20 Hispanic -25.9 / -6.8 White +12.3 / -15.9 b) ELA All + 42 / +11 SED -14.7 / -8.2 EL -12.3 / -21.4 Hispanic +14.5 / -10.1 White +41.1 / -25.4 2) Baseline scores established during the 2017-2018 school year with STAR 360. Mid year growth data: students met, on average 78% proficiency in math Mid year growth data: students met, on	targeted with intervention to raise scores by 10 points (comparisons will be made when 2018 SBAC scores become available) 2) STAR 360 mid year growth data: At mid year, (comparing assessments 1 and 2) students in grades 3-8 demonstrated proficiency at 78% in math.	will be targeted with intervention to raise scores by 10 points. 2) STAR 360 mid year growth data: At mid year, (comparing assessments 1 and 2) students in grades 3-8 demonstrated proficiency at 80% in math.	will be targeted with intervention to raise scores by 10 points. 2) STAR 360 mid year growth data: At mid year, (comparing assessments 1 and 2) students in grades 3-8 demonstrated proficiency at 85% in math.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	average 74% proficiency in reading	At mid year, (comparing assessments 1 and 2) students in grades 3-8 demonstrated proficiency at 74% in ELA.	At mid year, (comparing assessments 1 and 2) students in grades 3-8 demonstrated proficiency at 80% in ELA.	At mid year, (comparing assessments 1 and 2) students in grades 3-8 demonstrated proficiency at 85% in ELA.
	3) Cohort 1 of the MTSS team is in year two of the training and the PBIS team will begin training session in September 2017 (MTSS & PBIS)	3) Cohort 1 of the MTSS team completed year two of the California SUMS training. The site PBIS team has completed year 1 of the PBIS training.	3) Cohort 1 of the MTSS team is in year three of the training and the PBIS team will begin phase two training and implementation. (MTSS & PBIS)	3) Cohort 1 of the MTSS team is in year four of the training and the PBIS team implement phase three for whole school implementation of PBIS. (MTSS & PBIS)
	4)Reclassification of students based upon language acquisition status, reclassified students from the 2015-2016 school year was 17 students or 30%. In comparison students reclassified in the 2016-2017 school year was 11 students or 19%, a decrease from the prior year.	4) The reclassification of ELL students was based upon CELDT scores from assessments given in the 2016-2017 school year and 3 students were classified. The state has implemented a new assessment system to measure student language acquisition called the ELPAC assessment that is currently being administered. 33 students are being assessed with the new ELPAC assessment. This will be a baseline year for the assessment	4) Reclassification of students based upon language acquisition status will be based on ELPAC scores. The 2018-19 school year will be the first year to have comparable data of student performance on the ELPAC assessment.	4) This will be the second year with comparable data on the ELCAP assessment and a growth target will be established based upon the measurement structure of the assessment.
	5) 100% of 8th grade students promoted to high school in the 2016-		5) 100% of 8th grade students will promote to	5) 100% of 8th grade students will promote to

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	2017 school year and the drop out rate was 0.	and student reclassification rates will not be comparable to last year. 5) 100% of 8th grade student promoted to high school with a zero drop out rate	high school with a zero drop out rate	high school with a zero drop out 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)

Students to be Served	Location(s)
All [Add Students to be Served selection here]	All Schools Specific Schools: Southside School [Add Location(s) selection here]

OR

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

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

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

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

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

Actions/Services

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

New Action	Modified Action	Modified Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
1) The district will provide professional development to support certificated and classified staff in the areas of common core state standards in math, ELA, Social studies, and next generation science. 2) The district will provide training on research based practices such as Universal design and performance based assessments along with the necessary tools to support them. 3) In order to close the achievement gap among significant subgroups, the district will provide professional development to improve the ability to analyze data and targeted interventions to meet the identified needs of all students. 4) The district will continue to provide training to support he implementation of MTSS and PBIS for certificated and classified staff.	1) The district will provide certificated, classified and administrative staff with professional development to help them update their skills and to learn best practices relating to improving student learning and academic achievement. Training will be provided in the areas of: Universal Design Aeries student information systems STAR 360 MTSS PBIS Next generation Science materials Newly adopted Social Studies curriculum and frameworks	1) The district will provide certificated, classified and administrative staff with professional development to help them update their skills and to learn best practices relating to improving student learning and academic achievement. Training will be provided in the areas of: Universal Design Aeries student information systems STAR 360 MTSS PBIS Next generation Science materials Newly adopted Social Studies curriculum and frameworks

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$ 2,300	$ 2,342	$2,385
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries 1) Data analysis, Curriculum and assessment development student study teams and program planning to include benefits	1000-1999: Certificated Personnel Salaries 1) Data analysis, Curriculum and assessment development student study teams and program planning, to include benefits	1000-1999: Certificated Personnel Salaries 1) Data analysis, Curriculum and assessment development student study teams and program planning, to included benefits
Amount	$3,000	$3,500	$3,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 2) STAR 360-Renaissance Learning assessment system	5800: Professional/Consulting Services And Operating Expenditures 2) STAR 360-Renaissance Learning assessment system	5800: Professional/Consulting Services And Operating Expenditures 2) STAR 360-Renaissance Learning assessment system
Amount	$5,000	$13,000	$12,000
Source	Other	Other	Other
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 3) MTSS and PBIS training and program development, MTSS funds	5800: Professional/Consulting Services And Operating Expenditures 3) MTSS and PBIS training and program development, MTSS funds	5800: Professional/Consulting Services And Operating Expenditures 3) MTSS and PBIS training and program development, MTSS funds
Amount	$1,000	$1,000	$1,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies 3) Materials and supplies to promote PBIS and to enhance student engagement school connectedness.	4000-4999: Books And Supplies 3) Materials and supplies to promote PBIS and to enhance student engagement school connectedness.	4000-4999: Books And Supplies 3) Materials and supplies to promote PBIS and to enhance student engagement school connectedness.

Amount	$ 1,309	$ 1,320	$ 1,333
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits 1) Data analysis, Curriculum and assessment development student study teams and program planning to include benefits	3000-3999: Employee Benefits 1) Data analysis, Curriculum and assessment development student study teams and program planning to include benefits	3000-3999: Employee Benefits 1) Data analysis, Curriculum and assessment development student study teams and program planning to include benefits

Action 2

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

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

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

Students to be Served	Location(s)
All	All Schools Specific Schools: Southside School Specific Grade Spans: TK-8th

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)

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. The district will continue to training for certificated and classified staff on meeting the diverse needs of specific subgroups of students and provide the resources and	1. The district will continue to training for certificated and classified staff on meeting the diverse needs of specific subgroups of students and provide the resources and	1. The district will continue to training for certificated and classified staff on meeting the diverse needs of specific subgroups of students and provide the resources and

interventions to support all students students. 2. The district will continue to provide training in school wide behavior systems to align and support student behavior and discipline on campus.	interventions to support all students students. 2. The district will continue to provide training in school wide behavior systems to align and support student behavior and discipline on campus.	interventions to support all students students. 2. The district will continue to provide training in school wide behavior systems to align and support student behavior and discipline on campus.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,000	$1,000	$1,000
Source	Title II	Title II	Title II
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 1) Teacher training, professional development and teacher collaboration, STAR360	5800: Professional/Consulting Services And Operating Expenditures 1) Teacher training, professional development and teacher collaboration, STAR360	5800: Professional/Consulting Services And Operating Expenditures 1) Teacher training, professional development and teacher collaboration, STAR360

Goals, Actions, & Services

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

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

Modified Goal

Goal 3

The school will establish a school wide system to promote effective social behavior for all students and engage students to insure academic 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:

Student discipline incidents
Suspension rates
Student engagement
Student attendance
Unduplicated students

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1) Priority 8, pupil outcomes, student discipline referrals and suspension rates.	1) Student suspension rates for all student declined by 2.4% and declined significantly for students with disabilities by 12.4%. Subgroups	1) Student suspension rates will decrease by 2.5% for all student and will drop by 5% for the student subgroup identified as homeless.	1) Student suspension rates will decrease by 2.5% for all students and will drop by 5% for the largest student subgroup.	1) Student suspension rates will decrease by 2.5% for all student and will drop by 5% for the largest student subgroup.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2) Priority 5 Pupil engagement, attendance rates and enrollment reports 3) Priority 6 School climate, as measured by the PBIS FIA, SAS and FIT report. 4) Priority 8 pupil outcomes, Unduplicated student performance on STAR 360, Dreambox and Footsteps to Brilliance.	that increased in suspension rates were; homeless by increasing by 6.7% and white by 1.4%. 2) Current student attendance data for the year averaged out to 95% for the 2016-2017 school year. The district enrollment decreased by 3%. 3) PBIS team will start training in the 2017-2018 school year and will administer the first SAS staff assessment in the spring of 2017. This assessment will act as a baseline for future PBIS assessments. 4) Unduplicated student performance on STAR 360 assessments in the 2016-2017 school year is being used as a baseline to review and analyze student performance. 2016-2017 was a baseline year for the online math intervention of Dreambox and the k-3	2) The school attendance rate is measured by the P2 attendance reports and attendance will increase by 2% for all grade levels to reach 97%. 3) The PBIS team participated in year of PBIS training with the Santa Clara office of education. In the spring 2018, all staff members participated in the Staff assessment survey (SAS) to measure the fidelity to the PBIS priorities. 4) Unduplicated student performance on interim and formative assessments has been used to adjust instruction and provide intervention resources to support students. Students participation in intervention support resources has increased by 50% as indicated by Dreambox intervention data, Footsteps to	2) As a baseline of 97% in student attendance and act as a goal to maintain. Student enrollment will increase by 3% or 6 students to reach and enrollment of 216. 3) PBIS team will continue year two training in 2018-2019 and will administer the PBIS assessments to measure the level and effectiveness of the implementation of PBIS 4) Unduplicated student performance in STAR 360 will increase to a proficiency level of to 75% in both reading and math. Unduplicated student participation in Dreambox and Footsteps to brilliance will increase by 25%.	2) As a baseline of 97% in student attendance and act as a goal to maintain. Student enrollment will increase by 3% or 6 students to reach and enrollment of 222. 3) PBIS team will complete year three training in 2019-2020 and will administer the PBIS assessments to measure the level and effectiveness of the implementation of PBIS 4) Unduplicated student performance in STAR 360 will increase to a proficiency level of to 75% in both reading and math. Unduplicated student participation in Dreambox and Footsteps to brilliance will increase by 25%.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	reading program of Footsteps to brilliance.	brilliance reporting and STAR 360 assessment data.		

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
Specific Schools: Southside School
Specific Grade Spans: TK-8th

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The district and the PBIS team will participate in professional development training for PBIS and conduct PBIS	The school will complete year 2 of establishing a comprehensive behavior support plan through PBIS. PBIS includes	The school will complete year 3 of establishing a comprehensive behavior support plan through PBIS. PBIS includes

training to all certificated and classified staff members at monthly staff collaboration days.

The MTSS team completed year 2 of the MTSS professional development sessions provided through the SWIFT system. The staff completed two fidelity measure to gage the level of implementation to the priorities of SWIFT. The first assessment, the Fidelity Inventory tool (FIT) was taken two times on 4/26/17 and 11/13/17. The school Fidelity Implementation Assessment (FIA) was taken on 2/11/18.

behavioral expectations, recognition systems and consequence systems.

The school will complete year 3 of implementing MTSS, a tiered system of supports. Professional development sessions will be provided through the SWIFT system. The staff will complete two fidelity measures to gage the level of implementation to the priorities of SWIFT. The Fidelity Inventory tool (FIT) will taken two times in November and in April. The school Fidelity Implementation Assessment (FIA) will be taken in February 2019. For PBIS the Tiered Fidelity Index (TFI) will be taken in October of November 2018.

behavioral expectations, recognition systems and consequence systems.

The school will complete year 3 of implementing MTSS, a tiered system of supports. Professional development sessions will be provided through the SWIFT system. The staff will complete two fidelity measures to gage the level of implementation to the priorities of SWIFT. The Fidelity Inventory tool (FIT) will taken two times in November and in April. The school Fidelity Implementation Assessment (FIA) will be taken in February 2020. For PBIS the Tiered Fidelity Index (TFI) will be taken in October of November 2019.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,900	$2,900	$2,900
Source	Other	Other	Other
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 1) Substitute costs for teachers attending MTSS/PBIS conferences and trainings. MTSS funds	5000-5999: Services And Other Operating Expenditures 1) Substitute costs for teachers attending MTSS/PBIS conferences and trainings. MTSS funds	5000-5999: Services And Other Operating Expenditures 1) Substitute costs for teachers attending MTSS/PBIS conferences and trainings. MTSS funds

Amount	$ 1,300	$ 1,300	$ 1,300
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 2) Contract cost for California Healthy Kids Survey	5800: Professional/Consulting Services And Operating Expenditures 2) Contract cost for California Healthy Kids Survey	5800: Professional/Consulting Services And Operating Expenditures 2) Contract cost for California Healthy Kids Survey
Amount	$ 624	$ 654	$ 684
Source	Other	Other	Other
Budget Reference	3000-3999: Employee Benefits 1) Statutory costs for substitutes-MTSS GRANT funds	3000-3999: Employee Benefits 1) Statutory costs for substitutes-MTSS GRANT funds	3000-3999: Employee Benefits 1) Statutory costs for substitutes-MTSS GRANT funds
Amount	$ 4,600	$ 4,600	$ 4,600
Source	Other	Other	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures 3) Travel and conference for regional PBIS training, LEA PBIS coordinator on contract, social emotional learning training. MTSS funding	5000-5999: Services And Other Operating Expenditures 3) Travel and conference for regional PBIS training, LEA PBIS coordinator on contract, social emotional learning training., MTSS funding	5000-5999: Services And Other Operating Expenditures 3) Travel and conference for regional PBIS training, LEA PBIS coordinator on contract, social emotional learning training. MTSS funding
Amount	$2,500	$2,500	$2,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 4) On-line computer based intervention in reading and math. In English and Spanish	5800: Professional/Consulting Services And Operating Expenditures 4) On-line computer based intervention in reading and math. In English and Spanish	5800: Professional/Consulting Services And Operating Expenditures 4) On-line computer based intervention in reading and math. In English and Spanish

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

The school will actively pursue family and community partnerships to seek input on the school's policies, practices and direction and to improve parent-school communication.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Parent connectedness
Parent participation in school decision making
Parent feedback
Increased membership on school organizations and groups

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1) Priority 3 Parental involvement, participation in parent groups, parent clubs and leadership positions as measured by sign in sheets, club participation numbers and vacant positions.	1) Current participation numbers in parent organizations have maintained a consistent level but attendance at the leadership and governance levels have decreased as indicated by vacancies at the	1) Parent participation in school organizations has decreased due to pending litigation between the current parent club and a local non-profit organization. Parent participation in decision making has	1) The school and families from all neighborhoods will assume a collective responsibility to identify and breakdown the barriers to family engagement related to race, ethnicity, religion,	1) The school and families from all neighborhoods will assume a collective responsibility to identify and breakdown the barriers to family engagement related to race, ethnicity, religion,

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2) Priority 6 School Climate, stakeholder satisfaction survey data collected from students, staff and parents from the California Healthy kids survey.

3) Priority 3 Parental involvement in PAC (migrant parent organization) parent meetings. | school board level and he lack of a school site council.

2) Parent survey participation totals are being calculated by the California Healthy kids survey, parent portion. Only 5% of parents of 4th-8th grade students participated in the 2016 survey.

3) PAC meetings have increased and average between 12-20 members each meeting. | decreased as well. Our parent club membership is based upon the number of families at the school, placing a statistical number on membership is difficult. It is estimated that participation is down by 10 members. The school Board is comprised of members and in April of 2018 one member moved from the area and the position has not been filled.

2) Measurement of family connectedness and satisfaction through survey data was administered last year through the California Healthy Kids Survey. The survey was not administered this year but will be administered next year, 2018-2019.

3) Our parent attendance at our migrant parent PAC meetings has increased by 15% in comparison from last year. | family structure and physical and mental ability. Participation by parents will increase in all areas by 10%. This includes volunteerism, parent club, parent informational night and PAC meetings. As measured by sign -in sheets and number of meetings.

2) Family connectedness and climate survey data will be collected from multiple sources to address school improvement efforts and student support structures. Our goal is to increase parent participation of 5th-8th grade students in the California Healthy Kids survey by 50%.

3) Maintain or increase the number of parents for identified unduplicated families indicating positive school engagement and | family structure and physical and mental ability. Participation by parents will increase in all areas by 10%. This includes volunteerism, parent club, parent informational night and PAC meetings. As measured by sign -in sheets and number of meetings.

2) Family connectedness and climate survey data will be collected from multiple sources to address school improvement efforts and student support structures. Our goal is to increase parent participation of 5th-8th grade students in the California Healthy Kids survey by 50%.

3) Maintain or increase the number of parents for identified unduplicated families indicating positive school engagement and |

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		the meeting dates for this year occurred on: 8/31/17 10/26/17 1/31/18 4/12/18 5/15/18	increase participation by 5%.	increase participation by 5%.

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
Specific Schools: Southside School
Specific Grade Spans: TK-8th

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

1) Communication structures are in place to provide information to parents and the community, through school messenger and the school website and advertised on local social media sites such as Benitolink and facebook.

2) The school did not survey the parents this year to measure engagement engagement or school climate but will do so in the 2018-2019 school year. Current feedback occurs through individual meetings and through the parent teacher organization

3) The school increased the number of unduplicated parents attending school meetings or participating in school organizations by 3% overall by marketing the meetings and by providing child care and food related activities.

1) Encourage parents to participate in SSC and other school governess capacities. Parent information events relating to MTSS, PBIS and home based supplemental curriculum resources. Parent participation will increase by 5% overall.

2) Provide students, parents and staff the opportunity to participate in the California Healthy Kids Survey, California School Parent Survey parent participation will increase by 50%.

3) Maintain a bilingual communication system through school messenger and the school website for notification to families regarding students. Weekly updates to the school website for parent notification of events and information provided in English and Spanish.

1) Encourage parents to participate in SSC and other school governess capacities. Parent information events relating to MTSS, PBIS and home based supplemental curriculum resources. Parent participation will increase by 5% overall.

2) Provide students, parents and staff the opportunity to participate in an alternative survey method

3) Maintain a bilingual communication system through school messenger and the school website for notification to families regarding students. Weekly updates to the school website for parent notification of events and information provided in English and Spanish.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$695	$695	$1,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures 1) Website to advertise and provide information about SSC to parents at back to school night and in the beginning of the school year	5000-5999: Services And Other Operating Expenditures 1) Website to advertise and provide information about SSC to parents at back to school night and in the beginning of the school year	5000-5999: Services And Other Operating Expenditures 1) Website to advertise and provide information about SSC and other school governance groups to parents at back to school night and in the beginning of the school year

Amount	$1,179	$ 1,200	$ 1,222
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 1) Parent classes and information centers relating to MTSS, PBIS and home based supplemental curriculum resources to include benefits	1000-1999: Certificated Personnel Salaries 1) Parent classes and information centers relating to MTSS, PBIS and home based supplemental curriculum resources to include benefits	1000-1999: Certificated Personnel Salaries 1) Parent classes and information centers relating to MTSS, PBIS and home based supplemental curriculum resources to included benefits
Amount	$ 1,750	$ 1,750	$ 1,750
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5900: Communications 2) Contract with School Messenger for messaging in English and Spanish	5900: Communications 2) Contract with School Messenger for messaging in English and Spanish	5900: Communications 2) Contract with School Messenger for messaging in English and Spanish
Amount	$ 800	$ 800	$ 800
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 3) PAC meetings and community activity nights	5800: Professional/Consulting Services And Operating Expenditures 3) PAC meetings and community activity nights	5800: Professional/Consulting Services And Operating Expenditures 3) PAC meetings and community activity nights
Amount	$ 750	$ 750	$ 750
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies 3) Parent meeting attendance incentives	4000-4999: Books And Supplies 3) Parent meeting attendance incentives	4000-4999: Books And Supplies 3) Parent meeting attendance incentives

Amount	$ 2,000	$ 2,000	$2,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5900: Communications 3) Contract with Website provider to provide content in English and Spanish	5900: Communications 3) Contract with Website provider to provide content in English and Spanish	5900: Communications 3) Contract with Website provider to provide content in English and Spanish

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$130,443	8.22%

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).

Our quantitative goal is to increase student performance in English Language Arts and math by 5% as measured by our STAR360 interim assessment program and student performance scores based upon the student assessment scores on CAASPP. To increase performance the school will allocated funds to support more contact with instructional aids in the classroom and in programs after-school. The school will use a pull-out program to group unduplicated students by age and grade level to provide additional assistance in a small group setting.

Funds to support unduplicated pupils will be used to:

Provide Basic services by hiring and retaining a highly qualified staff and using specific classified resources to target intervention support and instruction. Our goal is to have 100% of all staff highly qualified.

School climate will be addressed through the implementation of a research based tiered support system of MTSS and a school wide framework of Positive behavior and support through PBIS. This will be measured through the qualitative measures of student and parent surveys and interviews.

Parent involvement has been identified as a priority area and the school will take steps to increase parent participation in classroom based activities, out of school activities, school connected organizations and school governance groups. We will use a quantitative measure of attendance numbers and particpation rates. Our goal is to increase by 5% in all parent groups.

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).

Unduplicated pupil achievement will increase by 5% in both English Language arts and in Math.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

$98,684

Percentage to Increase or Improve Services

6.29%

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).

Southside school unduplicated FRPM/EL eligible count is 93 students. The school provides a variety of instructional opportunities and enhancements to promote learning for low income, foster youth and English learners. Southside school has assigned two instructional aides to help students before during and after school. This has increase contact time for unduplicated pupils by 20% by providing support in the classrooms and through an individual pull out program for struggling students who require additional assistance. These activities included one-to-one tutoring, small group instruction and designed group activities to meet the unique needs of these students.

The school provides specified computer adaptive based interventions for students to increase their mastery in language arts and math. Data collected from our STAR 360 program indicates that unduplicated pupils have increase in ELA and Math performance based upon interim assessment data by 5% as a group.

The school provides parent opportunities to identify barriers to communication and engagement to increase involvement in student achievement and in school related organizations and activities. This year our parent participation has declined and participation in our school related organization have declined. Some of our unduplicated pupils are identified as Migrant and the parent involvement in this subgroup has increased by 20% as measured by parent attendance in Migrant advisory meetings. More support is needed to address this issue and to encourage increased participation.

The school promotes attendance at school by offering incentives, awards assemblies and certificates for perfect attendance. Southside also will provides 1-1 chrome books for greater participation and development in technological skills and better prepare students for Smarter Balanced Testing, Teachers have attended training to develop skills specifically related to low income learners, foster youth and English learners. Southside uses web-based notification and communication services to communicate with stakeholders in English and in Spanish

Services for Foster Youth and English learners will be increased to add to the successes experienced last year. Specifically, the school has increase the instructional aide time accessible for these students.

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 school has developed greater opportunities in on line intervention programs and is funding computer based intervention programs and supplemental materials to support students.

The school provides additional and varied intervention approaches for English learners to enrich their mastery and provide the same enrichment opportunities in math. The school will provides common core aligned materials in English and in Spanish and provides strategies for all students to develop greater study skills and work habits. The school services approximately 48 EL students throughout the year and 12 Special education students with no foster youth at this time. The school has 39% low income households. The district will monitor and assess the increase in service directly related to those identified students.

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 LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

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

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

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

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

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

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

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

    o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

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

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

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

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

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

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:
- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

State Priorities

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

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

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

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

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

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

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

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

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

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

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

(a) "Chronic absenteeism rate" shall be calculated as follows:

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

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

(c) "High school dropout rate" shall be calculated as follows:

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

    (2) The total number of cohort members.

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

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

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

    (2) The total number of cohort members.

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

(e) "Suspension rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

(f) "Expulsion rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

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

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	1,198,088.00	1,201,788.00	1,206,694.00	1,263,360.00	1,286,303.00	3,756,357.00
LCFF	994,164.00	994,164.00	997,011.00	1,016,682.00	1,036,513.00	3,050,206.00
Lottery	4,860.00	4,860.00	4,860.00	34,800.00	35,000.00	74,660.00
Other	79,486.00	79,486.00	76,386.00	80,435.00	80,624.00	237,445.00
Supplemental and Concentration	118,578.00	122,828.00	127,437.00	130,443.00	133,166.00	391,046.00
Title II	1,000.00	450.00	1,000.00	1,000.00	1,000.00	3,000.00

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

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	1,198,088.00	1,201,788.00	1,206,694.00	1,263,360.00	1,286,303.00	3,756,357.00
1000-1999: Certificated Personnel Salaries	668,824.00	668,824.00	661,376.00	674,597.00	688,083.00	2,024,056.00
2000-2999: Classified Personnel Salaries	79,244.00	79,244.00	79,244.00	80,828.00	82,444.00	242,516.00
3000-3999: Employee Benefits	401,498.00	401,498.00	403,807.00	411,915.00	419,176.00	1,234,898.00
4000-4999: Books And Supplies	12,160.00	12,160.00	13,360.00	43,400.00	43,750.00	100,510.00
5000-5999: Services And Other Operating Expenditures	7,775.00	7,775.00	9,370.00	11,770.00	12,500.00	33,640.00
5800: Professional/Consulting Services And Operating Expenditures	27,087.00	29,037.00	35,787.00	37,100.00	36,600.00	109,487.00
5900: Communications	1,500.00	3,250.00	3,750.00	3,750.00	3,750.00	11,250.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	1,198,088.00	1,201,788.00	1,206,694.00	1,263,360.00	1,286,303.00	3,756,357.00
1000-1999: Certificated Personnel Salaries	LCFF	660,845.00	660,845.00	660,197.00	673,397.00	686,861.00	2,020,455.00
1000-1999: Certificated Personnel Salaries	Other	6,800.00	6,800.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	1,179.00	1,179.00	1,179.00	1,200.00	1,222.00	3,601.00
2000-2999: Classified Personnel Salaries	Other	27,620.00	27,620.00	27,620.00	28,172.00	28,735.00	84,527.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	51,624.00	51,624.00	51,624.00	52,656.00	53,709.00	157,989.00
3000-3999: Employee Benefits	LCFF	319,319.00	319,319.00	319,319.00	325,290.00	330,852.00	975,461.00
3000-3999: Employee Benefits	Other	29,979.00	29,979.00	30,979.00	31,763.00	32,389.00	95,131.00
3000-3999: Employee Benefits	Supplemental and Concentration	52,200.00	52,200.00	53,509.00	54,862.00	55,935.00	164,306.00
4000-4999: Books And Supplies	LCFF	0.00	0.00	1,000.00	1,000.00	1,000.00	3,000.00
4000-4999: Books And Supplies	Lottery	4,860.00	4,860.00	4,860.00	34,800.00	35,000.00	74,660.00
4000-4999: Books And Supplies	Other	1,300.00	1,300.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental and Concentration	6,000.00	6,000.00	7,500.00	7,600.00	7,750.00	22,850.00
5000-5999: Services And Other Operating Expenditures	LCFF	700.00	700.00	1,195.00	695.00	1,000.00	2,890.00
5000-5999: Services And Other Operating Expenditures	Other	3,500.00	3,500.00	4,600.00	7,500.00	7,500.00	19,600.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	3,575.00	3,575.00	3,575.00	3,575.00	4,000.00	11,150.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	13,300.00	13,300.00	15,300.00	16,300.00	16,800.00	48,400.00

		Total Expenditures by Object Type and Funding Source					
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5800: Professional/Consulting Services And Operating Expenditures	Other	10,287.00	10,287.00	13,187.00	13,000.00	12,000.00	38,187.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	2,500.00	5,000.00	6,300.00	6,800.00	6,800.00	19,900.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	1,000.00	450.00	1,000.00	1,000.00	1,000.00	3,000.00
5900: Communications	Supplemental and Concentration	1,500.00	3,250.00	3,750.00	3,750.00	3,750.00	11,250.00

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

	Total Expenditures by Goal					
Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	1,171,787.00	1,171,787.00	1,173,987.00	1,222,049.00	1,245,579.00	3,641,615.00
Goal 2	12,448.00	11,898.00	13,609.00	22,162.00	21,218.00	56,989.00
Goal 3	10,424.00	12,924.00	11,924.00	11,954.00	11,984.00	35,862.00
Goal 4	3,429.00	5,179.00	7,174.00	7,195.00	7,522.00	21,891.00
Goal 5			0.00	0.00	0.00	0.00

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