LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

LCFF Evaluation Rubrics [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: 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	Sierra Montessori Academy		
Contact Name and Title	Henry W. Bietz Director	Email and Phone	hbietz@sierramontessori.org (530) 268-9990

2017-20 Plan Summary

THE STORY

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

The mission of Sierra Montessori Academy is to educate K-8 students by using the Montessori education philosophy within the context of mutual respect and joy. The focus of the education will be on engaging critical thinking and fostering empathy, and developing the skills needed to become competent, responsible citizens who are life-long learners and skillful problem solvers.

The school will serve our community by providing a rich and supportive educational environment for children based upon the philosophy of Maria Montessori which allows each child to reach his or her own potential academically, personally, and socially and will focus on educating the whole child intellectually, physically, and psychologically. The methodology used will develop a firm foundation of the students, and will emphasize ethics, initiative, persistence, and self-confidence.

This mission will be accomplished by a concerted community-based effort between the school, the parents, and the individual child.

LCAP HIGHLIGHTS

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

This year we have completely met two of the goals. The four others are being combined into two new goals for next years LCAP..
Ensuring all students have access to appropriate technology and demonstrate effective 21st century skills. This goal with the help of the BIIG grant has been met. We now have fiber-optic access to the internet. We have completed the on site technology upgrades. This ensures that high volume streaming is available and with all the new hardware in each classroom and the computer lab all students have access to this technology. Also we have all students taking classes to ensure proper use of this technology. This year was also the first year we will be taking the SBAC tests on-line.

Increase the number of students successfully taking Art & Music classes. This year with the employment of both an art and music teacher we are able each week to have all students attend classes in each of these subject areas. In looking at the other goals we have added 3 more days to the teachers contracts that are for professional development. The

achievement gap between subgroups has varied between each subgroup. Some of our subgroups are scoring higher than the rest of the school population in some areas. They have performed better in math, than in language arts.

School Culture continues to be positive as identified by parents comments about why they are enrolling and our LCAP surveys. Our attendance rate over the year is higher than prior years. Our enrollment is over our budget projections, again showing an increase in parent interest in the school.

The goal of increased parent input and meaningful participation is an ongoing function. For SMA to be as successful with the students it needs parent involvement. From the Board of Directors, which are parents of students, to volunteers in the classroom all make the atmosphere here one of caring to ensure students are academically as well as socially progressing in a positive direction.

This year a new math curriculum was instituted and as per parent and student feedback indicates it is improving the students math performance. We have also piloted a new ELA curriculum and as per staffs recommendation we will adopt that as our ELA curriculum school-wide next year.

Since SMA is a K-8 school so the goals that need to be met as part of high school criteria do not apply to this school.

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

In an effort to improve the academic performance of all students, but especially those with special needs,the school made some changes in staffing and curricular approaches to ensure student progress. The hiring of aides in both our special education classroom and in our RTI resource room have helped those students make academic progress.

As a result of these efforts our student on the Dashboard in the math area were in the green. All students, this included Low-income, English Learner (of which we had one) and Foster Youth were part of this performance in the placing in the green on the Dashboard.

We also hired a full time reading specialist to work with those students who were behind in their reading comprehension levels. Those students receiving this service have made progress beyond the level they would normally have without the extra support.

This year we have also added additional staff development days to the teachers contracts. These extra days are focused on grade level collaboration. Staff has received additional training in how to better deal with students who have behavioral issues.

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

Even though none of our grades are in the red or orange performance categories, as per the current dashboard document, we are continuing to focus on two areas in the future. These are writing and new generation science standards. To meet these we are looking at additional curriculum resources and staff development activities that are focused on these areas in the coming year.

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

PERFORMANCE GAPS

The subgroups at SMA are to small to be recognized on the Dashboard.

INCREASED OR IMPROVED SERVICES

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

The following services were implemented this year to assist LI, EL, and FY become more successful at SMA. Individual student plans were modified to ensure students were placed appropriately to ensure success but still have curriculum that was challenging. To help the students meet these challenges a reading specialist was hired. In addition an instructional aide was hired to provide one on one tutorial assistance in both math and English language. An afternoon homework class was established where these students could also receive additional support beyond the above pull-out programs.

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	$1,194,078.00
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$534,128.00

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.

There were two budgetary issues that arose during this school year that were not part of the years original planning. First, we were not anticipating the increases in personnel benefit costs. These figures were adjusted at First Interim. Secondly, the unexpected increase in enrollment required us to rent more classroom space from the school district.

$878,813.00	Total Projected LCFF Revenues for LCAP Year

Annual Update   LCAP Year Reviewed: 2016-17

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

Goal 1	Ensure all teachers are prepared to help all students (including LI, new comers, and FY) successfully meet grade level standards.

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8 COE ☐ 9 ☐ 10 LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Math & English test scores will increase by 2%, as based on SBAC test 3 cores. 100% of the teachers will attend at least 4 PD training during the school year.	100% of the teachers attended four Professional Development days this year. The scores in math and ELA did increase did increased by more than 2% this year. In comparing our school wide test scores between 2014-2015 and 2015-2016 those that met or exceed the standards were: In math, 2014-2015 34%, in 2015-2016 we were at 41%, in ELA, 2014-2015 we were at 41% and in 2015-2016 we were at 46%.

ACTIONS / SERVICES

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

Action 1

Actions/Services	PLANNED	ACTUAL
	Provide students with Common Core State Standards aligned instructional materials, fully credentialed and trained staff in instructional best practices, access to materials and technology to meet the demands of school and career readiness. • Fully credentialed staff.	Students were provided with CCSS materials, all teachers were fully credentialed. Staff in-service days were increased by 3 days, and the school has fiber optic internet connections.

Expenditures

BUDGETED	ESTIMATED ACTUAL
1000-1999: Certificated Personnel Salaries Base $ 375000	$375,000

Action 2

Actions/Services

PLANNED	ACTUAL
-New teachers participate in BTSA	No teachers in BTSA this year.

Expenditures

BUDGETED	ESTIMATED ACTUAL
BTSA 5000-5999: Services And Other Operating Expenditures Base 1000	

Action 3

Actions/Services

PLANNED	ACTUAL
8-Provide Professional Development	Increased staff development days by 3 days.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Prof Dev 5000-5999: Services And Other Operating Expenditures Base $2,500	$2,500

Action 4

Actions/Services

PLANNED	ACTUAL
-Provide collaboration time aligned with common core instructional strategies	More collaboration time provided by scheduling pull outs to free up teachers time..

Expenditures

BUDGETED	ESTIMATED ACTUAL
Subs 1000-1999: Certificated Personnel Salaries Base $500	$500

Action 5

Actions/Services

PLANNED	ACTUAL
-Provide CCSS aligned curriculum and materials	Continued art, math, and piloted ELA program.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Lottery 4000-4999: Books And Supplies Base $3,000	$3,000

Action 6

	PLANNED	ACTUAL
Actions/Services	-Independent Learning contracts	Provide ISP to those students who were unable to attend.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Office Admin 2000-2999: Classified Personnel Salaries Base $500	$500

Action 7

	PLANNED	ACTUAL
Actions/Services	-Individual assistance/tutoring	Increased RTI services each afternoon.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Resource Specialist 1000-1999: Certificated Personnel Salaries Base $2,000	$2,000

Action 8

	PLANNED	ACTUAL
Actions/Services	-Technology-based curriculum	Started keyboarding program for 3rd grade on up.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Lottery 4000-4999: Books And Supplies Base $1,000	$1,000

Action 9

	PLANNED	ACTUAL
Actions/Services	Students with disabilities participate in general education to the maximum extent possible. • Educational needs are driven by IEP goals for each student.	Most students on IEP's have a greater push in % then pull out.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$0 $0	$0

Action 10

	PLANNED	ACTUAL
Actions/Services	-Centralized programs are available for placement of students with severe special needs who require specialized services.	No students received specialized services.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$0 $0	$0

Action 11

	PLANNED	ACTUAL
Actions/Services	For low income pupils:	All three services listed where provide to these students.

	• Additional tutoring • Provide necessary school supplies • Supplies for mentoring health and hygiene needs	
Expenditures	**BUDGETED** Resource Spec 1000-1999: Certificated Personnel Salaries Supplemental $8,000 Lottery 4000-4999: Books And Supplies Supplemental $2,000 Lottery 4000-4999: Books And Supplies Supplemental $200 Resource Spec 1000-1999: Certificated Personnel Salaries Base $2,000 Lottery 4000-4999: Books And Supplies Base $1,000 Resource Spec Aide 2000-2999: Classified Personnel Salaries Supplemental $15,000	**ESTIMATED ACTUAL** As per budgeted.

Action **12**

Actions/Services	**PLANNED** For Foster Youth: • Establish policy and data infrastructure necessary to support and monitor the educational success of Foster Youth • Provide additional tutoring and transitional services • Work with the child welfare and other county agencies to maximize needed services • Facilitate the prompt transfer of educational records when placement changes are necessary • Refer caregivers of foster youth who have special education needs to special education programs and services	**ACTUAL** All services listed for foster youth were provided.
Expenditures	**BUDGETED** RTI 1000-1999: Certificated Personnel Salaries Supplemental $4,000 RTI 1000-1999: Certificated Personnel Salaries Supplemental $10,500 Office Admin 2000-2999: Classified Personnel Salaries Supplemental $250 Office Admin 2000-2999: Classified Personnel Salaries Supplemental $250 Office Admin 2000-2999: Classified Personnel Salaries Supplemental $250 RTI 1000-1999: Certificated Personnel Salaries Base $1,500 RTI 1000-1999: Certificated Personnel Salaries Base $2,500	**ESTIMATED ACTUAL** As per budget.

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.	More individual resources became available for all students. These included curriculum as well as tutorial support. The additional Professional Development days helped staff better understand the students individual needs.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The addition of the above services have provided students with more support options. Attendance as a result has improved and student behavioral issues have been reduced. This has been evidenced by our blue rating on the dashboard. Our suspension rate this year is at .03% of our student population. I am sure that this low rate and out 96% attendance rate is why we have a blue rating. Test scores depending on which grade you look at have continued to be at state level.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There was no major changes between budget vs actuals. Actuals will not be available until the Fall of 2017.
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.	This will be an ongoing goal for the following years LCAP. This goal has been modified and combined with others for the following year and will be part of Goal #1 for the 2017-2018 school year.

Annual Update   LCAP Year Reviewed: 2016-17

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

Goal 2	Ensure all students have access to appropriate technology and demonstrate effective 21st century skills.

State and/or Local Priorities Addressed by this goal:	STATE ⊠ 1 ⊠ 2 ☐ 3 ⊠ 4 ⊠ 5 ⊠ 6 ⊠ 7 ⊠ 8 COE ☐ 9 ☐ 10 LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Increase student and staff usage by 5%. 80% of students will successfully complete SMA's technology course of study.	80% of this cohort were successful in completing the technology course of study that each teacher had the students do during this school year. This was done with the help of the programs used and the chrome books that each student had access to.

ACTIONS / SERVICES

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

Action   1

	PLANNED	ACTUAL
Actions/Services	Students will have access to State-of-the-art on-line computers and mobile devices equipped with appropriate and peripherals in the Lab and in the classrooms. • Students, teachers, and staff will have well-maintained technology equipment.	With the installation of the AT&T fiber optic line streaming is no longer an issue. An off sight provider provides what tech support we would need.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	IT Service Provider 5000-5999: Services And Other Operating Expenditures Base $2,000	$2,000

Action 2

Actions/Services

PLANNED	ACTUAL
-Students will become proficient in technology skills and information literacy to manage the ever-increasing amount of information available to them.	The students ability at how proficiently they are using technology is being determined by how well they use technology as part of their regular classroom assignments and will be further determined by how successfully they used their skills during the statewide SBAC testing this spring.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Accelerated Reader & STAR 4000-4999: Books And Supplies Base $6,000	$6,000

Action 3

Actions/Services

PLANNED	ACTUAL
-Students will be exposed to diverse and innovative technologies whenever possible.	With greater internet speed students have opportunities to utilize technology more efficiently.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$0 $0	$0

Action 4

Actions/Services

PLANNED	ACTUAL
For Foster Youth: • Provide additional tutoring and transitional services • Work with the child welfare and other county agencies to maximize needed services	Referrals and training by county agencies occurred. Additional staff hired to provide needed services.

Expenditures

BUDGETED	ESTIMATED ACTUAL
RTI 1000-1999: Certificated Personnel Salaries Supplemental $1000	$1,000
Office Admin 2000-2999: Classified Personnel Salaries Supplemental $249	$249
RTI 1000-1999: Certificated Personnel Salaries Base $1,000	$1,000

Action 5

Actions/Services

PLANNED	ACTUAL
For low income pupils: • Additional tutoring • Provide necessary school supplies • Supplies for mentoring health and hygiene needs	Tutoring and additional supplies were provided.

Expenditures	**BUDGETED** Included in Goal 1 #3 1000-1999: Certificated Personnel Salaries Supplemental Included in Goal 1 #3 4000-4999: Books And Supplies Supplemental Included in Goal 1 #3 4000-4999: Books And Supplies Supplemental	**ESTIMATED ACTUAL** In prior goal #3.

Action   **6**

Actions/Services	**PLANNED** For Foster Youth: • Establish policy and data infrastructure necessary to support and monitor the educational success of Foster Youth	**ACTUAL** Provided support services to insure academic success and worked with county services.
Expenditures	**BUDGETED** Included in Goal 1 #4 1000-1999: Certificated Personnel Salaries Supplemental	**ESTIMATED ACTUAL** Action #4

Action   **7**

Actions/Services	**PLANNED** • Provide additional tutoring and transitional services	**ACTUAL** Additional staff hired to provide academic and social services.
Expenditures	**BUDGETED** Included in Goal 1 #4 1000-1999: Certificated Personnel Salaries Supplemental	**ESTIMATED ACTUAL** Action #4

Action   **8**

Actions/Services	**PLANNED** • Work with the child welfare and other county agencies to maximize needed services	**ACTUAL** County agencies provided mandated staff trainings.
Expenditures	**BUDGETED** Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental	**ESTIMATED ACTUAL** Action #4

Action 9

Actions/Services	PLANNED	ACTUAL
	• Facilitate the prompt transfer of educational records when placement changes are necessary	Within one day of request provided necessary documents to requesting agency.

Expenditures	BUDGETED Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental	ESTIMATED ACTUAL Action #4

Action 10

Actions/Services	PLANNED	ACTUAL
	-Refer caregivers of foster youth who have special education needs to special education programs and services	All IEP mandates were met by Special Education staff.

Expenditures	BUDGETED Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental	ESTIMATED ACTUAL

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	With the final installation of the fiber optic line by AT&T we were able to make available internet resources that could be used by all students in a timely fashion.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	As seen by the Actual for Goal #2. It is also to be noted that even though this goal was met. The school will continue to support and update our technology in the future.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Expenditures came in at expected levels, as per budget.

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

The Actions for meeting this goal are in Actions sections 1-10.

Annual Update   LCAP Year Reviewed: 2016-17

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

Goal 3	Decrease the subgroup achievement gaps.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL Secondary 1, 3, 5, 6

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
1) SPED will have increased participation in classroom based learning opportunities. The amount of time that SPED are pulled out of their regular classroom will be reduced by 5% as identified by their IEP's. 2) There will be a reduction in Foster Youth mobility. Foster youth this year based on attendance patterns have had zero mobility. This pattern will continue next year based on the foster parents comments to the school. 3) Proficient rate of each significant subgroup in Math & English will increase by 2%. Based on the identified in house testing through the use of STAR, Publisher Assessments, and out SPED Teacher and Literacy Coach it can be expected that those identified students will continue to make a full grade level progress as shown by this years data. 4) Average Daily Attendance (ADA) rate will increase 5% for each significant subgroup. Attendance rates this year have been maintaining at the 95% level for all groups. It would be our plan to encourage each subgroup to improve their annual attendance by 2%.	1.) The I.E.P. of each student was reviewed and where possible the amount of pull out time from their regular classroom was reduced. The average pull out time this year was 15% 2.) All foster youth this year stayed the entire year. We had zero mobility. 3.) SMA had no sub groups that were indentified. 4.) Over all school attendance for this year was 96%.

ACTIONS / SERVICES

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

Action 1

Actions/Services

PLANNED	ACTUAL
Provide students with Common Core State Standards aligned instructional materials, fully credentialed and trained staff in instructional best practices, access to materials and technology to meet the demands of school and career readiness. • Fully credentialed staff. • New teachers participate in BTSA • Provide Professional Development • Provide collaboration time aligned with common core instructional strategies • Provide CCSS aligned curriculum and materials • Independent Learning contracts • Individual assistance/tutoring • Technology-based curriculum Students with disabilities participate in general education to the maximum extent possible. Educational needs are driven by IEP goals for each student. Centralized programs are available for placement of students with severe special needs who require specialized services.	• 100% fully credentialed staff. • No teachers this year needed to participate in BTSA. • Four additional Professional Development days were added to this calendar. • Three collaboration days were in this year calendar for staff to work on common care instructional strategies. • CCSS aligned curriculum materials were available to all students in ELA and math as per the Williams Act. • Auditors approved all of this years ISP contracts. • Two staff members were hired to provide additional support in math and reading. • With the fiber optic connection and the purchase of Chrome books top of the line technology connections are now available to all students.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Lottery 4000-4999: Books And Supplies Base $6000 Included in Goal 1 #1 Included in Goal 1 #2	$6,000

Action 2

Actions/Services

PLANNED	ACTUAL
For Foster Youth: • Facilitate the prompt transfer of educational records when placement changes are necessary	Within one day of request records were transferred.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental	Same as Goal 1 #4

Action **3**

Actions/Services

PLANNED	ACTUAL
For low income pupils: • Additional tutoring • Provide necessary school supplies • Supplies for mentoring health and hygiene needs	Same as Goal 2 #5

Expenditures

BUDGETED	ESTIMATED ACTUAL
Included in Goal #3 1000-1999: Certificated Personnel Salaries Supplemental Included in Goal #3 4000-4999: Books And Supplies Supplemental Included in Goal #3 4000-4999: Books And Supplies Supplemental	

Action **4**

Actions/Services

PLANNED	ACTUAL
For Foster Youth: • Establish policy and data infrastructure necessary to support and monitor the educational success of Foster Youth	Same as Goal 2 #6

Expenditures

BUDGETED	ESTIMATED ACTUAL
Included in Goal 1 #4 1000-1999: Certificated Personnel Salaries Supplemental	

Action **5**

Actions/Services

PLANNED	ACTUAL
-Provide additional tutoring and transitional services	Same as Goal 2 #7

Expenditures

BUDGETED	ESTIMATED ACTUAL
Included in Goal 1 #4 1000-1999: Certificated Personnel Salaries Supplemental	

Action **6**

Actions/Services

PLANNED	ACTUAL
Work with the child welfare and other county agencies to maximize needed services	Same as Goal 2 #8

Expenditures	BUDGETED Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental	ESTIMATED ACTUAL

Action 7

Actions/Services	PLANNED -Facilitate the prompt transfer of educational records when placement changes are necessary	ACTUAL Same as Goal 2 #9
Expenditures	BUDGETED Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental	ESTIMATED ACTUAL

Action 8

Actions/Services	PLANNED Refer caregivers of foster youth who have special education needs to special education programs and services	ACTUAL Same as Goal 2 #10
Expenditures	BUDGETED Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental	ESTIMATED ACTUAL

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.	Additional staff was hired to provide the individualized support that all members of our sub groups need to move forward academically.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	These individuals were not part of a subgroup. They were able to show growth based on the STAR Reading Assessments. With the use of publisher assessments we were able to show growth in math also. Looking at school wide SBAC scores between 2014-2015 we showed growth in math by 7% and in ELA by 5%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Expenditures were within the budgeted projected amounts.

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.

It is part of Goal #1 for the 2017-2018 LCAP and has been modified from its current state to meet that goal.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 4	Increase the number of students successfully taking Art & Music classes.

State and/or Local Priorities Addressed by this goal:	STATE COE LOCAL	☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8 ☐ 9 ☐ 10

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Increase the % of students especially in the significant subgroups taking Art & Music classes with passing grades by 2%. We have been able to enroll all students in an Art and Music class during the 2015-2016 school year. It is planned through the help of our outside donors to be able to provide this cultural service next year. the parent committee felt we needed to continue efforts to meet this goal, as these programs help in students performance in the other more academic areas.	During the 2016-2017 school year 100% of the students received passing grades in both their art and music classes.

ACTIONS / SERVICES

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

Action   1

Actions/Services

PLANNED	ACTUAL
Through fund raisers continue to expand music and art course offerings. • Provide more days and options when art and music pull out can occur. • Increase student awareness to the benefits of the Arts.	Fundraisers and general fund revenues have enabled the school to provide art and music classes to all students. The importance of the Arts in education is what promoted this goal. We have had numerous volunteers who shared their skills with our students.

• Solicit more parent volunteers that have an Arts background.	

	BUDGETED	ESTIMATED ACTUAL
Expenditures	Music Teacher 1000-1999: Certificated Personnel Salaries Base $3,700 Art Teacher 2000-2999: Classified Personnel Salaries Base $3,800	$7,500

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 goal has been fully implemented and the school will continue to provide students with this opportunity in art and music.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	All students are now taking classes in art and music.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Expenditures were within budgeted amounts.
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.	This goal has been met in both our music and art programs. The school has now in it's budget continued funding for these programs. Even though this goal has been met the school will continue to provide these classes. This is evidenced by both student and parent. Surveys which indicated that the arts need to continue to be a part of SMA's curriculum.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 5	Increase opportunities for parent input and meaningful participation.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
	COE ☐ 9 ☐ 10
	LOCAL <u>Secondary 1,3,4,5,7,8</u>

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Each classroom will have at least one parent representative at all LCAP/Parent committee meeting. For the coming school year each parent will be asked to volunteer 20 hours during the school year. This can be during the school year. They can be in the classroom as a volunteer or by providing transportation for field trips. This current year we had only 5 parents that volunteered in the classroom. Although, we did have enough parents volunteer to meet all of our field trip transportation needs.	In all eight classrooms we have had parent volunteers. Most parents have contributed more than the allocated 20 hours. Parents have contributed time to drive on field trips, fund raisers, volunteered for non-classroom on site activities and chaperoned after school functions.

ACTIONS / SERVICES

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

Action 1

Actions/Services	PLANNED	ACTUAL
	Encourage more parent volunteers in their child's classroom. • Solicit more parents being active in schoolwide committees	This has occurred especially at he Board of Directors level. Four of the five members this year are new and are parents of SMA students.

Expenditures	BUDGETED
	  $0
		ESTIMATED ACTUAL
		  $0

Action 2

Actions/Services	PLANNED -Using school messaging keep parents better informed.	ACTUAL Weekly messages are being sent to parents. We are using this process instead of weekly newsletters. Teachers still send out their weekly updates to parents.
Expenditures	BUDGETED School Messenger 5000-5999: Services And Other Operating Expenditures Base $200	ESTIMATED ACTUAL $200

Action 3

Actions/Services	PLANNED -Increase parent usage of Jupiter Grades to be better informed of students progress.	ACTUAL Parents are encouraged to follow their students progress on a regular basis. If questions arise they are asked to contact the teacher.
Expenditures	BUDGETED Jupiter Grades 5000-5999: Services And Other Operating Expenditures Base $300	ESTIMATED ACTUAL $300

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 will be an on going goal. It is involved parents that make a school successful. The more parent involvement we can muster the more successful we will be with there student.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	We were more successful this year than in the past, it is an area that needs constant focus in order to maintain a high level of involvement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Expenditure within budgeted limits.

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

The most recent parent survey says, "Parent involvement, including efforts to seek parent input and how to promote parent participation" and a large portion of parents indicated that this was important to them. This goal has been modified for 2017-2018 LCAP and now is part of Goal #2 for that year.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 6	Ensure SMA has a positive school culture where student's voices are heard and respected.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL <u>Secondary 3,4,5,6</u>

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
There will be a decrease in the behaviors that result in office referrals, suspensions, & expulsions. Average Daily Attendance (ADA) rate will increase by 5%. This year their have only been 6 suspensions, no expulsions and our daily ADA rate has continued to be in the 95% rate. 1.)Parents have done a better job of verifying their students absences as represented by the daily attendance logs. Unfortunately, these do not increase our ADA percentages. 2.)There does not appear a huge difference in attendance patterns between our regular students and those in the various sub groups. 4.)Based on students surveys that are on file the parent and student surveys all confirm that our positive school culture is why most of our parents have their students at SMA.	Behavior referrals this year have decreased. This is partly due to the Professional Development training staff has had on how to deal with behavior problems. This year our suspensions have been reduced to four. Our suspension rate this year is at .03% of our total student population. Our ADA percentage went up to 96%, one percent higher than last year. Since SMA has no separate data for them, other than the data we have school wide, that has been addressed above. Student surveys continue to show that students feel that SMA provides them with a positive educational experience.

ACTIONS / SERVICES

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

Action 1

	PLANNED	ACTUAL
Actions/Services	Provide Professional Development and curriculum to promote positive school climate. • Non-crisis Intervention Implementation. • Positive Behavior Intervention and Support training and implementation. • Counseling and positive behavior support.	The staff had one Professional Development day on Positive Behavior Intervention and Support training. Counseling support has been provided by RST and County Mental Health.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$0	$0

Action **2**

	PLANNED	ACTUAL
Actions/Services	For Foster Youth: • Establish policy and data infrastructure necessary to support and monitor the educational success of Foster Youth	Same as Goal 2 #6
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Included in Goal 1 #4 1000-1999: Certificated Personnel Salaries Supplemental	

Action **3**

	PLANNED	ACTUAL
Actions/Services	• Provide additional tutoring and transitional services	Same as Goal 2 #4
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Included in Goal 1 #4 1000-1999: Certificated Personnel Salaries Supplemental	

Action **4**

	PLANNED	ACTUAL
Actions/Services	• Work with the child welfare and other county agencies to maximize needed services	Same as Goal 2 #4

Expenditures	**BUDGETED** Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental	**ESTIMATED ACTUAL**

Action 5

Actions/Services	**PLANNED** • Facilitate the prompt transfer of educational records when placement changes are necessary	**ACTUAL** Same as Goal 2 #9
Expenditures	**BUDGETED** Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental	**ESTIMATED ACTUAL**

Action 6

Actions/Services	**PLANNED** -Refer caregivers of foster youth who have special education needs to special education programs and services	**ACTUAL** Same as Goal 2 #10
Expenditures	**BUDGETED** Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental	**ESTIMATED ACTUAL**

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Parents have done a better job of keeping the school informed on what they feel makes the school a better place for their students to attend. Parents are also more aware on how important regular attendance is if their student is to be more successful at school. This goal is also addressed in Goal #5 and is a modified version of it. SMA needs greater parent involvement to improve student attendance.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The focus on positive student attendance this year has paid in dividends not only on our ADA but also has helped students progress academically.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Expenditures are within budgeted limits.
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.	This goal is carried forward in modified form as part of Goal #2 for the 2017-2018 school year.

Stakeholder Engagement

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

It is the intent of SMA to gather and incorporate input for our LCAP from all stakeholder groups, including students, parents, teachers, administrative staff, other school personnel, and community members.

Stakeholders were invited to attend meetings on the CCSS, LCFF, and the LCAP. These meetings occurred in conjunction with our Council of Directors meetings which occurred on Nov.15, Dec.14, Jan.11 and April 5. The SMA Directors met with business and community members at the South Nevada County Rotary Club and the South Nevada County Chamber of Commerce.

The gathering of input from stakeholders using surveys began on Sept 29, 2016 and has been on-going. Parents also had an opportunity for input at SMA's Open House on April 20, 2017 and a parent meeting LCAP Review March 16, 2017.

The Council of SMA Directors received information on the LCAP during two Council study sessions on Jan.11, 2017, and April 5, 2017.

An LCAP/Parent committee was formed and met on Sept. 29, 2016 and March 16, 2017 to provide input and work on the updating of the LCAP. The committee is comprised of parents and administrative staff. The updated LCAP available on SMA's website beginning May 10, 2017. Conclusion from parent surveys were provided to the Council of Directors on April 12, 2016.

Project Timeline:
Public Hearing on LCAP scheduled for the special Council of Directors meeting on May 17, 2017.
All stakeholder groups have an opportunity to read and provide feedback on the LCAP beginning April 12 through May 24, 2016.

Directors will provide written responses to input from LCAP/Parent Committee not included in LCAP by May 10, 2017.

Final LCAP will be presented for Board approval at a special Council of Directors meeting scheduled on May 24, 2017.

In addition to the above activities the staff has met and discussed how to meet the LCAP goals. By Sept 8, 2016 all students were tested to determine their Literacy Level. 2015 to receive students input on how SMA was achieving the identified goals. On Sept. 13, 2016 all staff attended the county wide Professional Development in-service. Nov. 1, 2016 low income and under performing students were identified for the Summer Adventures in Learning Program. Starting on Nov. 29, 2016 the LCAP students surveys were made available so that they could have input into how SMA was achieving the identified goals. On Dec. 6, 2016 students started taking the SBAC pre-tests in preparation for this years testing cycle. Starting Feb. 16, 2017 the ELA pilot project was started in grade 2/3, 5 and 8 to determine what the ELA curriculum will be for 2017-2018. Staff in-service was held that day to train staff in its use in the classroom. Along with these more formal meetings LCAP was discussed numerous times at both the weekly staff and monthly board of directors meetings. On Feb 28, 2017 the staff reviewed the current LCAP goals and recommended that the six goals be reduced to two goals.

The parents were kept informed about how we were meeting our goals thru the use of our school messenger system.

Over the past year SMA has worked with all of its stack holders to monitor our progress toward meeting each one of our goals. Working in conjunction with the Office of Education we were able to ensure that all of our teachers has the opportunity to attend professional development offerings that helped them be more prepared to serve SMA's diverse student population. This included offerings around the common core standards. SMA was also able to provide our lower performing students with a variety of individual tutoring at a students indentified grade level.

Student discipline issues have decreased and more students at the request of their parents came to SMA because they felt it provided a safe and respectful environment. the elective program was able to expand through the financial contributions of our parent stackholders. All of the above show how much support SMA has received by all involved stackholders; staff, students, and parents.

IMPACT ON LCAP AND ANNUAL UPDATE

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

The LCAP/Parent Committee reviewed input from all stakeholders as well as other school data. Taking into consideration the eight state priorities, the six school overarching goals, and stakeholders input, the committee used its time to address "the what" (or the goals) and "the how" (or the actions and services).

Jointly, they crafted two major goals designed to meet the needs of all students, in particular those who are Low Income (LI), and Foster Youth (FY).

While many of the goals address multiple areas of the state's eight priorities, they also correspond well to the LCAP's three broad categories: Conditions of Learning, Pupil Outcomes, and Engagement. These goals are addressed in the three year plan of the LCAP, beginning with the 2017-2018 school year.

The two SMA LCAP Goals

Conditions of Learning (Basic Services and Implementation of CCSS & Access to Courses). and Pupil Outcomes (Student Achievement & Other Outcomes).
1). Ensure all students at SMA will improve their academic performance by having access to curriculum, teachers, and facilities to meet state standards, including low income, foster youth, English learners, and special education students and decrease the subgroups achievement gaps.
Engagement (Parent Involvement, Student Engagement & School Climate.
2). Ensure that SMA has a positive school culture where parents and community, in addition to students and staff, are involved in creating a positive environment for all students.

While the LCAP addresses the next three years, LCAP/Parent Advisory Committee members understand that many aspects of each goal will extend beyond the next three years. Additionally, due to budgetary constraints, there are a number of actions and services that committee members would like to incorporate when funds become available.

Looking forward to next year SMA is continuing to move forward with teacher professional development training in academic core subject areas as well in the areas effecting high needs students. Assessment of student progress will use both state mandated testing materials and we will expand the use of other assessments to track student progress. examples; STAR, Qualitative Reading Inventory, Critchlow Verbal Language Scales, Basic Phonics Skills Test-II, and Publisher Intervention Assessments. The results of these assessments will then be reviewed at staff meetings to determine what services can best meet students needs.

School culture has been positive and SMA will continue to emphasize the schools goals of grace and courtesy, control of movement, care of self, and care of environment.

The electives will continue next year so that each student will have access to them on a weekly basis. This years student availability to these has been accomplished through outside donations. This is anticipated to continue next year.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☒ Modified	☐ Unchanged

Goal 1	-Ensure all students at SMA will improve their academic performance by having access to curriculum, teachers, and facilities to meet state standards, including low income, foster youth, English learners, and special education students and decrease the subgroups achievement gaps.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

The latest LCAP survey identified the following priority areas for all students were as follows: Implementation of CCSS, improved student achievement as shown on CAASPP assessments & course access to include the four core courses and electives.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
• Basic Services Annual verification of teacher credentials by NCSOS SMA governing board will adopt math and ELA curriculum that align with the CCSS School site will meet Williams Act requirements & FIT report • Implementation of Common Core Standards EL students performance on CAASPP state wide assessment, and CELDT assessments & teacher report cards	• Basic Services 100% of teachers hold valid CA teacher credentials SMA will align math and ELA curriculum with CCSS 100% of SMA facilities will be safe, clean & secure • Implementation of Common Core Standards EL students will advance one level on CELDT or its replacement 40% of students will meet or exceed the standards on the CAASPP in math & ELA	• Basic Services 100% of SMA teachers hold valid CA teacher credentials 100% of math and ELA curriculum will align with CCSS 100% of SMA facilities will be safe, clean & secure • Implementation of Common Core Standards 100% of EL students advance at least one level on the current EL performance exam 2% growth over prior year on the CAASPP in math and ELA	• Basic Services 100% of SMA teachers hold valid CA teacher credentials 100% of math and ELA curriculum will align with CCSS 100% of SMA facilities will be safe, clean & secure • Implementation of Common Core Standards 100% of EL students advance at least one level on the current EL performance exam 2% growth over prior year on the CAASPP in math and ELA	• Basic Services 100% of SMA teachers hold valid CA teacher credentials 100% of math and ELA curriculum will align with CCSS 100% of SMA facilities will be safe, clean & secure • Implementation of Common Core Standards 100% of EL students advance at least one level on the current EL performance exam 2% growth over prior year on the CAASPP in math and ELA

CAASPP and STAR Reading reports

- Parental Involvement

LCAP Surveys & Parent Volunteers

- Student Achievement

EL students performance on CAASPP state wide assessment, and CELDT assessments & teacher report cards

CAASPP and STAR Reading reports

- Student Engagement

Monthly, Quarterly, and Annual ADA reports

- School Climate

SARC, CALPADS, Suspension Reports, Parent Survey's

LCAP SMA Safety Plan

- Course Access

Board Adopted curriculum that meets CCSS

Student & Parent Survey

- Other student outcomes

CAASPP, STAR, Publisher Accessments

- Parental Involvement

Development of a Parent Action Committee

- Student Achievement

EL students will advance one level on CELDT or its replacement

40% of students will meet or exceed the standards on the CAASPP in math & ELA

- Student Engagement

All students will be in attendance 95% of the school year and 0% middle school drop out rate

- School Climate

Continue to be in the Blue area on the Dashboard for suspension rates

Annual training of School Safety Plan

- Course Access

Each grade & all students including EL, LI, & FY have access to CCSS based curriculum

All students have access to technology

- Other student outcomes

All students have access to English, math, science, and history, as well as art, music, & P.E.

- Parental Involvement

10% increase in parent involvement in both the classroom and on educational trips

- Student Achievement

100% of EL students advance at least one level on the current EL performance exam

2% growth over prior year on the CAASPP in math and ELA

- Student Engagement- Student Engagement

That Students at SMA will have a 95% attendance rate with 0% middle school drop out rate

- School Climate

SMA will continue to maintain and annual suspension rate of less than 1%

100% of staff will train annually on the School Safety Plan, fire, earthquake, and lock down drills

- Course Access

That all students will use CCSS materials & curriculum aligned with Montessori methodology

100% of students have access twice a week to the computer lab & daily access to classroom computers

- Other student outcomes

100% of SMA students will have access to the four core classes, as well as the arts & P.E.

- Parental Involvement

10% increase in parent involvement in both the classroom and on educational trips

- Student Achievement

100% of EL students advance at least one level on the current EL performance exam

2% growth over prior year on the CAASPP in math and ELA

- Student Engagement- Student Engagement

That Students at SMA will have a 95% attendance rate with 0% middle school drop out rate

- School Climate

SMA will continue to maintain and annual suspension rate of less than 1%

100% of staff will train annually on the School Safety Plan, fire, earthquake, and lock down drills

- Course Access

That all students will use CCSS materials & curriculum aligned with Montessori methodology

100% of students have access twice a week to the computer lab & daily access to classroom computers

- Other student outcomes

100% of SMA students will have access to the four core classes, as well as the arts & P.E.

- Parental Involvement

10% increase in parent involvement in both the classroom and on educational trips

- Student Achievement

100% of EL students advance at least one level on the current EL performance exam

2% growth over prior year on the CAASPP in math and ELA

- Student Engagement- Student Engagement

That Students at SMA will have a 95% attendance rate with 0% middle school drop out rate

- School Climate

SMA will continue to maintain and annual suspension rate of less than 1%

100% of staff will train annually on the School Safety Plan, fire, earthquake, and lock down drills

- Course Access

That all students will use CCSS materials & curriculum aligned with Montessori methodology

100% of students have access twice a week to the computer lab & daily access to classroom computers

- Other student outcomes

100% of SMA students will have access to the four core classes, as well as the arts & P.E.

PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served	☒ All	☐ Students with Disabilities	☐

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

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide students with Common Core State Standards aligned instructional materials, fully credentialed and trained staff in instructional best practices, access to materials and technology to meet the demands of school and career readiness. • **Fully credentialed staff** • **New teachers participate in BTSA** • **Provide Professional Development**	Provide students with Common Core State Standards aligned instructional materials, fully credentialed and trained staff in instructional best practices, access to materials and technology to meet the demands of school and career readiness. • Fully credentialed staff • New teachers participate in BTSA • Provide Professional Development • Provide collaboration time aligned with common core instructional strategies	Provide students with Common Core State Standards aligned instructional materials, fully credentialed and trained staff in instructional best practices, access to materials and technology to meet the demands of school and career readiness. • Fully credentialed staff • New teachers participate in BTSA • Provide Professional Development • Provide collaboration time aligned with common core instructional strategies

- Provide collaboration time aligned with common core instructional strategies
- Provide CCSS aligned curriculum and materials
- Independent Learning contracts
- Individual assistance/tutoring
- Technology-based curriculum

Students with disabilities participate in general education to the maximum extent possible. Educational needs are driven by IEP goals for each student.

Centralized programs are available for placement of students with severe special needs who require specialized services.

- Provide CCSS aligned curriculum and materials
- Independent Learning contracts
- Individual assistance/tutoring
- Technology-based curriculum

Students with disabilities participate in general education to the maximum extent possible. Educational needs are driven by IEP goals for each student.

Centralized programs are available for placement of students with severe special needs who require specialized services.

- Provide CCSS aligned curriculum and materials
- Independent Learning contracts
- Individual assistance/tutoring
- Technology-based curriculum

Students with disabilities participate in general education to the maximum extent possible. Educational needs are driven by IEP goals for each student.

Centralized programs are available for placement of students with severe special needs who require specialized services.

BUDGETED EXPENDITURES

2017-18

Amount	$461,215
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries

2018-19

Amount	$465,582
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries

2019-20

Amount	$465,582
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries

Action   **2**

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

Students to be Served	☒ All	☐ Students with Disabilities	☐

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

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
-New teachers participate in BTSA	-New teachers participate in BTSA	-New teachers participate in BTSA

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$1000	Amount	$2000	Amount	$2,000
Source	Base	Source	Base	Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures BTSA	Budget Reference	5000-5999: Services And Other Operating Expenditures BTSA	Budget Reference	5000-5999: Services And Other Operating Expenditures BTSA

Action   **3**

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

Students to be Served	☒ All	☐ Students with Disabilities	☐

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

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
-Provide Professional Development	-Provide Professional Development	

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$2,500	Amount	$2,000	Amount	$2,000
Source	Base	Source	Base	Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Prof Dev	Budget Reference	5000-5999: Services And Other Operating Expenditures Prof Dev	Budget Reference	5000-5999: Services And Other Operating Expenditures Prof Dev

Action   **4**

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

Students to be Served	☒ All	☐ Students with Disabilities	☐

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

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

	Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)
	Location(s)	☐ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
-Provide collaboration time aligned with common core instructional strategies	-Provide collaboration time aligned with common core instructional strategies	

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$500	Amount	$500	Amount	$500
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Subs	Budget Reference	1000-1999: Certificated Personnel Salaries Subs	Budget Reference	1000-1999: Certificated Personnel Salaries Subs

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☒ All	☐ Students with Disabilities	☐
Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income
Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
-Provide CCSS aligned curriculum and materials	-Provide CCSS aligned curriculum and materials	

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$20,000	Amount	$20,000	Amount	$20,000
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies Lottery	Budget Reference	4000-4999: Books And Supplies Lottery	Budget Reference	4000-4999: Books And Supplies Lottery

Action   6

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

Students to be Served	☒ All	☐ Students with Disabilities	☐

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

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
-Independent Learning contracts	-Independent Learning contracts	

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$500	Amount	$500	Amount	$500
Source	Base	Source	Base	Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Office Admin	Budget Reference	2000-2999: Classified Personnel Salaries Office Admin	Budget Reference	2000-2999: Classified Personnel Salaries Office Admin

Action **7**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐
Location(s)	☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20

☐ New	☐ Modified	☒ Unchanged	☐ New	☐ Modified	☒ Unchanged	☐ New	☐ Modified	☒ Unchanged

| -Individual assistance/tutoring | -Individual assistance/tutoring | |

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$2,000	Amount	$2,000	Amount	$2,000
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Resource Spec	Budget Reference	1000-1999: Certificated Personnel Salaries Resource Spec	Budget Reference	1000-1999: Certificated Personnel Salaries Resource Spec

Action **8**

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

Students to be Served: ☒ All ☐ Students with Disabilities ☐

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

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**

☐ New	☐ Modified	☒ Unchanged	☐ New	☐ Modified	☒ Unchanged	☐ New	☐ Modified	☒ Unchanged

-Technology-based curriculum	-Technology-based curriculum	

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$1,000	Amount	$1,000	Amount	$1,000
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies Lottery	Budget Reference	4000-4999: Books And Supplies Lottery	Budget Reference	4000-4999: Books And Supplies Lottery

Action   9

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

Students to be Served   ☒ All   ☐ Students with Disabilities   ☐

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

OR

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

Students to be Served   ☐ English Learners   ☐ Foster Youth   ☐ Low Income

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Students with disabilities participate in general education to the maximum extent possible.	Students with disabilities participate in general education to the maximum extent possible. • Educational needs are driven by IEP goals for each student.	Students with disabilities participate in general education to the maximum extent possible. • Educational needs are driven by IEP goals for each student.

- Educational needs are driven by IEP goals for each student.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$0	Amount	$0	Amount	$0
Budget Reference	$0	Budget Reference	$0	Budget Reference	$0

Action **10**

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

Students to be Served ☒ All   ☐ Students with Disabilities   ☐

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

OR

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

Students to be Served ☐ English Learners   ☐ Foster Youth   ☐ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
-Centralized programs are available for placement of students with severe special needs who require specialized services.	-Centralized programs are available for placement of students with severe special needs who require specialized services.	-Centralized programs are available for placement of students with severe special needs who require specialized services.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$0	Amount	$0	Amount	$0
Budget Reference	$0	Budget Reference	$0	Budget Reference	$0

Action **11**

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

Students to be Served ☐ All ☐ Students with Disabilities ☐

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

OR

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

Students to be Served ☐ English Learners ☐ Foster Youth ☒ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
For low income pupils: • Additional tutoring • Provide necessary school supplies • Supplies for mentoring health and hygiene needs	For low income pupils: • Additional tutoring • Provide necessary school supplies • Supplies for mentoring health and hygiene needs	For low income pupils: • Additional tutoring • Provide necessary school supplies • Supplies for mentoring health and hygiene needs

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$6000	Amount	$22,450	Amount	$22,450
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Resource Spec	Budget Reference	1000-1999: Certificated Personnel Salaries Resource Spec	Budget Reference	1000-1999: Certificated Personnel Salaries Resource Spec
Amount	$2,000	Amount	$200	Amount	$200
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Lottery	Budget Reference	4000-4999: Books And Supplies Lottery	Budget Reference	4000-4999: Books And Supplies Lottery
Amount	$200	Amount	$800	Amount	$800
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Lottery	Budget Reference	4000-4999: Books And Supplies Lottery	Budget Reference	4000-4999: Books And Supplies Lottery
Amount	$2,000	Amount	$2,000	Amount	$2,000
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Resource Spec	Budget Reference	1000-1999: Certificated Personnel Salaries Resource Spec	Budget Reference	1000-1999: Certificated Personnel Salaries Resource Spec
Amount	$1,000	Amount	$1,000	Amount	$1,000
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies Lottery	Budget Reference	4000-4999: Books And Supplies Lottery	Budget Reference	4000-4999: Books And Supplies Lottery
Amount	$7463	Amount	$15,000	Amount	$15,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Resource Spec Aide	Budget Reference	2000-2999: Classified Personnel Salaries Resource Spec Aide	Budget Reference	2000-2999: Classified Personnel Salaries Resource Spec Aide

Action **12**

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

Students to be Served

☐ All   ☐ Students with Disabilities   ☐

Location(s)

☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☐ English Learners   ☒ Foster Youth   ☐ Low Income

Scope of Services

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

Location(s)

☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
For Foster Youth: • Establish policy and data infrastructure necessary to support and monitor the educational success of Foster Youth • Provide additional tutoring and transitional services • Work with the child welfare and other county agencies to maximize needed services • Facilitate the prompt transfer of educational records when placement changes are necessary	For Foster Youth: • Establish policy and data infrastructure necessary to support and monitor the educational success of Foster Youth • Provide additional tutoring and transitional services • Work with the child welfare and other county agencies to maximize needed services • Facilitate the prompt transfer of educational records when placement changes are necessary • Refer caregivers of foster youth who have special education needs to special education programs and services	For Foster Youth: • Establish policy and data infrastructure necessary to support and monitor the educational success of Foster Youth • Provide additional tutoring and transitional services • Work with the child welfare and other county agencies to maximize needed services • Facilitate the prompt transfer of educational records when placement changes are necessary • Refer caregivers of foster youth who have special education needs to special education programs and services

- Refer caregivers of foster youth who have special education needs to special education programs and services

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$4000	Amount	$20,000	Amount	$20,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries RTI	Budget Reference	1000-1999: Certificated Personnel Salaries RTI	Budget Reference	1000-1999: Certificated Personnel Salaries RTI
Amount	$4000	Amount	$250	Amount	$250
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries RTI	Budget Reference	1000-1999: Certificated Personnel Salaries RTI	Budget Reference	1000-1999: Certificated Personnel Salaries RTI
Amount	$250	Amount	$155	Amount	$155
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Office Admin	Budget Reference	2000-2999: Classified Personnel Salaries Office Admin	Budget Reference	2000-2999: Classified Personnel Salaries Office Admin
Amount	$250	Amount	$200	Amount	$200
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Office Admin	Budget Reference	2000-2999: Classified Personnel Salaries Office Admin	Budget Reference	2000-2999: Classified Personnel Salaries Office Admin
Amount	$250	Amount	$200	Amount	$200
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries Office Admin	Budget Reference	2000-2999: Classified Personnel Salaries Office Admin

	Office Admin				
Amount	$1,500	Amount	$1,500	Amount	$1,500
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries RTI	Budget Reference	1000-1999: Certificated Personnel Salaries RTI	Budget Reference	1000-1999: Certificated Personnel Salaries RTI
Amount	$2,500	Amount	$2,500	Amount	$2,500
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries RTI	Budget Reference	1000-1999: Certificated Personnel Salaries RTI	Budget Reference	1000-1999: Certificated Personnel Salaries RTI

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☒ Modified	☐ Unchanged

Goal 2	-Ensure that SMA has a positive school culture where parents and community, in addition to students and staff, are involved in creating a positive environment for all students.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL Secondary 1,4,5,7,8

Identified Need

For students to be academically successful they need to have parental involvement. SMA wants to increase the opportunities for parent input and more meaningful participation in their students educational opportunities. (LCAP surveys, parent advisory committee).

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
• Parental Involvement LCAP Surveys, Parent Volunteers • School Climate SARC, CalPads, Suspension reports	• Parental Involvement Development of a Parent Action Committee • School Climate SA Goal 1 prioity #6	• Parental Involvement 10% increase in parent involvement in both the classroom and on educational trips • School Climate SA Goal 1 priority #6	• Parental Involvement 10% increase in parent involvement in both the classroom and on educational trips • School Climate SA Goal 1 priority #6	• Parental Involvement 10% increase in parent involvement in both the classroom and on educational trips • School Climate SA Goal 1 priority #6

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:

Page 49 of 73

Students to be Served	☒ All	☐ Students with Disabilities	☐

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

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide Professional Development and curriculum to promote school climate. • Non-crisis Intervention implementation • Positive Behavior Intervention and Support training and implementation • Counseling and positive behavior support	Provide Professional Development and curriculum to promote school climate. • Non-crisis Intervention implementation • Positive Behavior Intervention and Support training and implementation • Counseling and positive behavior support	Provide Professional Development and curriculum to promote school climate. • Non-crisis Intervention implementation • Positive Behavior Intervention and Support training and implementation • Counseling and positive behavior support

BUDGETED EXPENDITURES

2017-18	**2018-19**	**2019-20**

Action **2**

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

Students to be Served	☒ All	☐ Students with Disabilities	☐

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

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Encourage more parent volunteers in their child's classroom • Solicit more parents being active in schoolwide committees	Encourage more parent volunteers in their child's classroom • Solicit more parents being active in schoolwide committees	Encourage more parent volunteers in their child's classroom • Solicit more parents being active in schoolwide committees

BUDGETED EXPENDITURES

2017-18	**2018-19**	**2019-20**

Action   **3**

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

Students to be Served	☒ All	☐ Students with Disabilities	☐

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

OR

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

Students to be Served — ☐ English Learners   ☐ Foster Youth   ☐ Low Income

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
-Using school messaging keep parents better informed.	-Using school messaging keep parents better informed.	-Using school messaging keep parents better informed.

BUDGETED EXPENDITURES

2017-18	**2018-19**	**2019-20**

Action **4**

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

Students to be Served — ☒ All   ☐ Students with Disabilities   ☐

Location(s) — ☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served — ☐ English Learners   ☐ Foster Youth   ☐ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
-Increase parent usage of Jupiter Grades to be better informed of students progress.	-Increase parent usage of Jupiter Grades to be better informed of students progress.	-Increase parent usage of Jupiter Grades to be better informed of students progress.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Action **5**

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

Students to be Served	☐ All	☐ Students with Disabilities	☐

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

OR

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

Students to be Served	☒ English Learners	☐ Foster Youth	☐ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged

-Provide additional tutoring and transitional services	-Provide additional tutoring and transitional services	-Provide additional tutoring and transitional services

BUDGETED EXPENDITURES

2017-18	**2018-19**	**2019-20**

Action   **6**

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

Students to be Served
☐ All   ☐ Students with Disabilities   ☐

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

OR

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

Students to be Served
☐ English Learners   ☒ Foster Youth   ☐ Low Income

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Refer caregivers of foster youth who have special education needs to special education programs and services • Work with the child welfare and other county agencies to maximize needed services	• Refer caregivers of foster youth who have special education needs to special education programs and services • Work with the child welfare and other county agencies to maximize needed services • Facilitate the prompt transfer of educational records when placement changes are necessary • Refer caregivers of foster youth who have special education needs to special education programs and services	• Refer caregivers of foster youth who have special education needs to special education programs and services • Work with the child welfare and other county agencies to maximize needed services • Facilitate the prompt transfer of educational records when placement changes are necessary • Refer caregivers of foster youth who have special education needs to special education programs and services

- Facilitate the prompt transfer of educational records when placement changes are necessary
- Refer caregivers of foster youth who have special education needs to special education programs and services

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Action   **7**

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

Students to be Served ☐ All ☐ Students with Disabilities ☐

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

OR

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

Students to be Served ☐ English Learners ☐ Foster Youth ☒ Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged

| • Provide additional tutoring and transitional services | • Provide additional tutoring and transitional services | -Provide additional tutoring and transitional services |

BUDGETED EXPENDITURES

2017-18   **2018-19**   **2019-20**

Action   **8**

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

| Students to be Served | ☐ All   ☐ Students with Disabilities   ☐ |

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

OR

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

| Students to be Served | ☐ English Learners   ☐ Foster Youth   ☐ Low Income |

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

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

ACTIONS/SERVICES

2017-18   **2018-19**   **2019-20**

| ☐ New   ☐ Modified   ☐ Unchanged | ☐ New   ☐ Modified   ☐ Unchanged | ☐ New   ☐ Modified   ☐ Unchanged |

BUDGETED EXPENDITURES

2017-18   **2018-19**   **2019-20**

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds: $24,413   Percentage to Increase or Improve Services: 23.67%

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).

In the 2017/18 Adopted Budget projections, full Supplemental Funding for Sierra Montessori Academy (SMA) would equal $24,413. Given the 2017/18 Gap funding rate of 23.67%, SMA's estimated Supplemental Funding for 2017/18 is $24,413. SMA's Unduplicated Pupil Percentage for the Supplement Grant count is 23.67%. The Unduplicated Pupil Percentage for the Concentration Grant is 23.67%. While some needs may differ student to student, in general significant emotional and social support is required to aid their success. Individual tutoring and interventions are needed to ensure any gaps in achievement are decreased and to help these students successfully meet grade level standards. We have determined the most effective use of funds is to provide increased and improved services to all students school-wide due to the nature of this high risk population. Again, while the needs of individual students may vary, all student needs are best addressed by a school-wide programs.

In 2017/18, SMA has planned to expend all Supplemental & Concentration Funding, or $24,413, earned under the LCFF which represents 23.67% of total LCFF funding. As detailed in Goal 1 & 2, SMA has budgeted increases to support additional tutoring, supplies and transitional services to help at risk students successfully meet grade level requirements. It is SMA's position that increased support and offerings will improve attendance, provide additional instruction time and increase the success rate for each student.

Revised Local Control and Accountability Plan and Annual Update Template Instructions

[Addendum](#)

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Budget Summary

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

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

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

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

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

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

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

> **New, Modified, Unchanged**

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

> ### Goal

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

> ### Related State and/or Local Priorities

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

> ### Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."

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

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

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

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

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

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

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

State Priorities

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

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

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

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

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
  A. School attendance rates;
  B. Chronic absenteeism rates;

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

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

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

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

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

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

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

    (b) "Middle School dropout rate" shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

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

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

        (2) The total number of cohort members.

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

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

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

        (2) The total number of cohort members.

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in *Education Code* sections 42238.01 and bgroups as defined in section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in *Education Code* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	457,199.00	408,749.00	534,128.00	573,837.00	559,837.00	1,667,802.00
	0.00	408,749.00	0.00	0.00	0.00	0.00
Base	415,500.00	0.00	509,715.00	514,582.00	500,582.00	1,524,879.00
Other	0.00	0.00	0.00	0.00	0.00	0.00
Supplemental	41,699.00	0.00	24,413.00	59,255.00	59,255.00	142,923.00
		0.00				43,505.00

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

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	457,199.00	408,749.00	534,128.00	573,837.00	559,837.00	1,667,802.00
	0.00	408,749.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	411,700.00	0.00	487,415.00	520,482.00	516,782.00	1,524,679.00
2000-2999: Classified Personnel Salaries	20,299.00	0.00	12,513.00	19,855.00	16,055.00	48,423.00
4000-4999: Books And Supplies	19,200.00	0.00	30,200.00	29,000.00	23,000.00	82,200.00
5000-5999: Services And Other Operating Expenditures	6,000.00	0.00	4,000.00	4,500.00	4,000.00	12,500.00

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

Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	457,199.00	408,749.00	534,128.00	573,837.00	559,837.00	1,667,802.00
		0.00	408,749.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	388,200.00	0.00	473,415.00	477,782.00	474,082.00	1,425,279.00
1000-1999: Certificated Personnel Salaries	Other	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	23,500.00	0.00	14,000.00	42,700.00	42,700.00	99,400.00
2000-2999: Classified Personnel Salaries	Base	4,300.00	0.00	4,300.00	4,300.00	500.00	9,100.00
2000-2999: Classified Personnel Salaries	Other	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	15,999.00	0.00	8,213.00	15,555.00	15,555.00	39,323.00
4000-4999: Books And Supplies	Base	17,000.00	0.00	28,000.00	28,000.00	22,000.00	78,000.00
4000-4999: Books And Supplies	Other	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental	2,200.00	0.00	2,200.00	1,000.00	1,000.00	4,200.00
5000-5999: Services And Other Operating Expenditures	Base	6,000.00	0.00	4,000.00	4,500.00	4,000.00	12,500.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source

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

Total Expenditures by Goal				
Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	520,128.00	559,837.00	559,837.00	1,639,802.00
Goal 2	0.00	0.00	0.00	0.00
Goal 3	6,000.00	6,000.00	0.00	12,000.00
Goal 4	7,500.00	7,500.00	0.00	15,000.00
Goal 5	500.00	500.00	0.00	1,000.00
Goal 6	0.00	0.00	0.00	0.00

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