

LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Penn Valley Union Elementary School District		
Contact Name and Title	Torie F. England Ed. D., Superintendent	Email and Phone	(530-432-7311)

2017-20 Plan Summary

THE STORY

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

Penn Valley Union Elementary School District serves a combined total of approximately 610 students including Vantage Point Charter School, a K-12 independent study school that has a separate LCAP. The approximate enrollment excluding Vantage Point Charter is 567 students in TK-8. Our student population is 3% English Learner (EL) with 67% of that population being Spanish speakers. Additional languages include Thai, Portuguese, Punjabi, Farsi, and Filipino. Approximately 47% of our total population is classified as low income, 15% are special needs, and our LCFF Unduplicated count is 49%. Our student population consists of many ethnicities: 76% White, 13% Hispanic Latino, 2% American Indian or Alaska Native, 1.5% Asian, 0.5% Black or African American, and 7% identify as two or more races.

This district serves Penn Valley, Rough and Ready, Lake Wildwood, and Smartsville. This is a community of talented administrators, dedicated teachers and staff, and supportive parents who have a passion for excellence. All of our schools are safe, well maintained, and staffed with exceptional and caring adults. Our students benefit from a high caliber curriculum as well as the arts, music, technology, gardens, special clubs, and athletic opportunities.

As of July 1, 2017 the district operates two facilities instead of three, as it was necessary to close one campus due to declining enrollment over the past ten years. Pleasant Valley School was the campus chosen to close due to significant facilities needs far beyond repair. Williams Ranch School transitioned from a K-3 campus to a K-5 campus, and Ready Springs School will remain a TK-8 campus and houses all students in grades 6-8 throughout the district. This has allowed the District the opportunity to expand the 6-8 curriculum and program into a more "traditional" junior high program and provide additional services.

We are a TK - 8th grade district. Throughout this document we will not address any high school metrics such as Career Tech, AP Placement, EAP Participation rates, dropout rates, and/or graduation rates.

LCAP HIGHLIGHTS

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

Working with stakeholders throughout the district, two overarching goals have been identified as our focus for the next three years. Previously we had four goals and merged goals 1 and 3, as well as goals 2 and 4.

Goal 1 - High-quality academics: The District will provide high quality instruction and learning opportunities in which all students, including students with special needs, will work toward attaining proficiency in English-Language Arts and Math, as well as achieve mastery of 21st Century learning tools, resources, and skills.

Goal 2 - School Climate and family/community engagement: All departments and school sites will provide a physically, socially and emotionally safe and secure environment for all students and staff. We want to encourage, engage and increase parent and community involvement and communication throughout the district and in each school community.

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.

When examining our academic scores, we were pleased with our gains in both ELA and Math for all students.

Although our English Learner students are not a significant number for Dashboard reporting, our Hispanic and students with two or more races saw the greatest improvements overall. Hispanic students reported in the yellow for student performance and demonstrated a 33.5 point increase in ELA, while students with two or more races increased 47.4 points. This is not a large enough subgroup to report a "color" but the improvements should be highlighted as we continue to always work toward closing each achievement gap. Our socioeconomically disadvantaged students had an overall gain of 29.2 points with student performance being in the yellow.

In Mathematics, our Hispanic students showed a 25.5 point increase and report in the green category. Students with two or more races had an increase of 48.3 points, and our socioeconomically disadvantaged students had an overall gain of 21.6 points with student performance being in the yellow.

In addition, access to 21st Century Learning has become an integral part of our schools with Chromebooks being 1:1 in grades 3-8, as well as technology access in K-2 classrooms for targeted learning.

Throughout the upcoming years we plan to maintain the support for all students, especially unduplicated and those with exceptional needs, through pull-out and push-in supports. We will utilize technology to foster 21st Century Learning that also supports all core subject areas of academic learning, as well as build upon our activities for students to participate in as we transition to two schools in fall 2017. Our current Science lab will be expanded in 2017-2018 to support the California Next Generation Science Standards. Staff will continue to have release time for collaboration on a weekly basis and we hope to engage more classified staff in the process.

GREATEST PROGRESS

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

GREATEST NEEDS

Our greatest need of improvement are with our students with disabilities. Although we saw an increase of 11.1 points in ELA, we still show our overall student performance as being orange. We are significantly low within the orange area and need large gains in order to move into yellow. Math performance for students with disabilities is our largest need. We currently show red for student performance with a loss of 0.1 points. We need to focus our efforts on our student with disabilities as the identification of students with special needs continues to rise.

Many of our special needs students attend one site as it is beneficial for staffing to house all students to central supports from staff. We plan to add additional staff to the site to support students academic needs, as well as increase monitoring of IEP goals. We will have new assessments that will better support data driven instruction for all students allowing for targeted instruction for special education, unduplicated students and students with exceptional needs. We want to be sure and maintain current gains we have achieved the past two years as we reach and exceed academic targets.

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

PERFORMANCE GAPS

Our students with disabilities is our largest gap as they report in the orange for ELA and red for Mathematics. Additional professional development for all staff will be put into place starting fall 2017 in order to directly support special needs students. We are transitioning the current Director of Special Education/Support Services - Principal to be a full time Director of Student Support Services with a full time principal being added to the RS campus. The majority of our special needs students attend RS as a way to streamline supports for students. Additional supports will be provided for students at WR as there will be a program offered to students in grades K-5.

We are adding a new assessment system district-wide that will allow us to monitor student progress on a regular basis. These assessments will assist in driving instruction and will provide all teachers with ongoing information to differentiate based on individual needs.

We will develop co-teaching opportunities between special education staff and general education staff in order to increase academic achievement, improve opportunities for inclusion, and support at-risk students as well as students identified with disabilities.

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.

By increasing the Director of Student Support Services from a .5 FTE to a 1.0 FTE, services for low-income students will also be served through professional development for all staff to increase academic outcomes as we create an RTI model and provide additional supports through the newly purchased assessment system. We will work closely with County agencies to provide direct support for students. Staff will create opportunities to increase parent engagement on a regular basis.

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

\$6,031,513.00

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$4,341,610.00

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.

Expenditures not included in the LCAP include utilities, maintenance of facilities, and cost of district level administration including salaries, annual cost of web site, student data base system, financial system, audit services, legal service, etc.

\$4,631,938.00

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

The District will provide high quality instruction and learning opportunities in which all students, including students with special needs, will work toward attaining proficiency in English-Language Arts and Math.

State and/or Local Priorities Addressed by this goal:

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

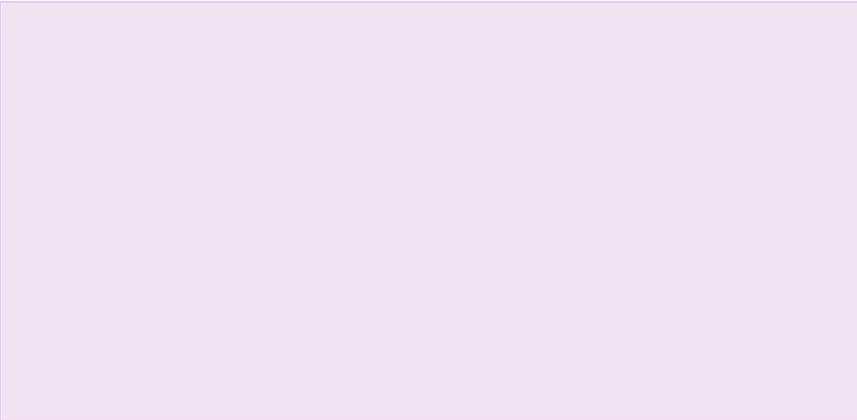
ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Based on 2015-2016 CAASSP testing: Increase by 3% the overall scores of students tested.
2. Maintain 100% highly qualified teachers with no miss-assignments
3. Maintain sufficiency in standards aligned instructional materials
4. Students will receive instruction and services that are aligned to the CCSS – Including ELD standards
5. 30% of all EL students will advance one proficiency level until reclassification and will continue to progress toward proficiency on CELDT
6. Maintain RFEP Rates – Redesignated Fluent English Proficient for those students who qualify.
7. Ensure student enrollment in a broad course of study – Unduplicated, Exceptional Needs and FRPM/EL/Foster Youth
8. High School metrics Career Tech, AP Placement, EAP Participation rates are not applicable because we are a K-8 district
9. High School dropout rates, and Graduation rates are not applicable because we are a K-8 district

ACTUAL

1. When comparing spring 2015 assessment data with spring 2016 assessment data it is clear that mathematics is our challenging area and needs improvement. Across grade levels large increases can be seen in ELA but not as consistent for math. The charts attached demonstrate that overall ELA scores were close to or above County and State average achievement levels. When looking at the percentage of students that exceeded or met standards in ELA, all grade levels saw significant decreases in nearly met and not met standards, with gains from 9% to 24% for exceeds or met standards. With the implementation of newly adopted ELA curriculum in fall 2017 we hope to continue to see such gains. For math the charts attached also demonstrate overall scores close to or above County and State average achievement levels. When looking at the percentage of students that exceeded or met standards in math, all but one grade level saw some decrease in nearly met or not met standards, with all but two grade levels showing some gains in in exceeds or met standards. We implemented newly adopted math curriculum fall 2016 and hope to report more gains after State testing in spring 2017. (See chart attached for special grade level data.)
2. We maintained 100% highly qualified teachers with no miss-assignments.
3. We piloted math curriculum during the 2015-2016 school year for implementation in 2016-2017.
4. All instruction and services provided to students were aligned with CCSS.
5. 47% of students advanced one proficiency level or more toward improved progress on CELDT.



- 6. RFEP rates were maintained as students continue to improve. Students who were eligible to be redesignated were.
- 7. All students enrolled and had access to a broad course of study including unduplicaed, exceptional needs and FRPM/EL/foster youth
- 8. N/A
- 9. N/A

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
 In order to improve student learning and close achievement gaps, the district will provide:

- A collaborative culture (Professional Learning Community) in which staff (including certificated, classified, and administrative) work together on a regular basis to:
- Analyze student achievement using common assessments
- Develop strategies to improve achievement
- Share practical ways to improve teaching and learning
- Weekly minimum days to support the collaborative culture
- Formative assessments in core subject areas of language arts and mathematics
- Quality professional development to support CCSS implementation (i.e., Explicit Direct Instruction, county-wide sponsored workshops, webinars, professional conferences, etc.)
- Monitor all special education resources and SDC programs
- Title 1 Reading and Math Instruction
- Instructional Assistant Support; provide training and allow for collaboration

ACTUAL

- We spent one afternoon a week, as well as extra time outside of work hours and during professional development days working in Professional Learning Communities to analyze data, develop strategies to improve achievement, and shared practical ways to improve teaching and learning. Certificated staff participated in learning to support newly adopted math curriculum, as well as training for implementation of new formative and summative assessments to drive instruction and support unduplicated academic needs.
- Weekly minimum days allowed for grade level meetings, cross grade level articulation/collaboration, general articulation and District Committee meetings that are teacher driven.
- Staff used a variety of strategies for assessments. An Assessment Committee was formed through the District Committee meetings to analyze what we currently have that works and what is needed in order to fully assess student academic progress. This is an area needing additional work in 2017-2018.

- Provide academic and social/emotional counseling for at-risk students – preferably with a full-time credentialed school psychologist and/or part-time PPS certificated staff
- Revise/Renew Student Success Team (SST) process and procedures – to support an RTI model and structure
- Research data analyzer programs, i.e., NWEA, OARS, etc. to consider purchase as added formative assessment tools to support student learning (through Pivot RPLN)
- Use SBAC Interim Assessments and Digital Library
- Alignment of instruction with Common Core State Standards
- Opportunity for participation in North Coast Beginning Teacher Induction Program (BTSA)
- Research CCSS aligned curriculum and library materials and consider for purchase
- Shorter (6 week) and targeted interventions
- Following RTI design; develop a model for intervention with at-risk and low performing students in ELA and math
- Provide training for all staff in intervention strategies
- Upgrade/renew programs
- Maintain class size reduction (TK-3)
- Maintain a competitive salary schedule (certificated and classified) to attract and retain the most highly talented and effective teaching staff

- Special Education resources were monitored and SDC programs supported. However, our special needs students are not seeing as many gains as we would like.
- Title 1 ELA and Math support were provided at each school site.
- Instructional Aides (SASSS) provided instructional support in areas of need and attend various trainings and professional offerings depending on their assignment.
- Students had access to mental health services through a school psychologist, PPS credentialed staff, and/or outside resources.
- The revision of the SST/RTI/MTSS process is still in progress but has been discussed through District Committees. This will continue in 2017-2018.
- An Assessment Committee has been working collaboratively to determine assessment needs district-wide.
- SBAC Interim assessments were not widely used based on teacher input.
- We adopted math curriculum in spring 2016 that fully aligned with CCSS, and adopted ELA CCSS curriculum spring 2017.
- Intervention groups were fluid and supported student ongoing needs.
- RTI processes have been a struggle district-wide. This is an area we will continue to improve and work toward full implementation.
- We were unable to train all staff in intervention strategies. This will take place starting 2017-2018.
- Class size reduction was maintained in all grade levels.
- We continue to bargain with all bargaining units to provide competitive salaries etc.

Expenditures

BUDGETED

General Education Certificated Salaries 1000-1999: Certificated Personnel Salaries Base and Supplemental \$1,700,000
 50% Principals & Superintendent 1000-1999: Certificated Personnel Salaries Base and Supplemental \$167,346
 Instructional Aides salaries 2000-2999: Classified Personnel Salaries Base \$14,000
 3000-3999: Employee Benefits Base and Supplemental

ESTIMATED ACTUAL

General Education Certificated Salaries 1000-1999: Certificated Personnel Salaries Base and Supplemental \$1,637,000
 50% Principals & Superintendent 1000-1999: Certificated Personnel Salaries Base and Supplemental \$132,489
 Instructional Aides salaries 2000-2999: Classified Personnel Salaries Base \$7,725

Title I Program- Certificated and Classified 7000-7439: Other Outgo Base and Supplemental \$82,900
 Textbooks, workbooks, supplies 4000-4999: Books And Supplies Base and Supplemental \$50,000
 BTSA funded by Title II Resource 4035
 5800: Professional/Consulting Services And Operating Expenditures Title II \$3,800
 Support to Special Education programs of the district 7000-7439: Other Outgo Base and Supplemental 298,200

Title I Program- Certificated and Classified 7000-7439: Other Outgo 0
 Textbooks, workbooks, supplies 4000-4999: Books And Supplies Lottery \$65,212
 BTSA funded by Title II Resource 4035
 5800: Professional/Consulting Services And Operating Expenditures Title II \$3,800
 50% Support to Special Education programs of the district 7000-7439: Other Outgo Base and Supplemental \$204,250

Action **2**

Actions/Services

PLANNED

- Monitor all special education resources and SDC programs
- Title 1 Reading and Math Instruction
- Instructional Assistant Support; provide training and allow for collaboration
- Provide academic and social/emotional counseling for at-risk students – preferably with a full-time credentialed school psychologist and/or part-time PPS certificated staff
- Revise/Renew Student Success Team (SST) process and procedures
- Provide Tutoring services

ACTUAL

- Special Education resources were monitored and SDC programs supported. However, our special needs students are not seeing as many gains as we would like.
- Title 1 ELA and Math support were provided at each school site.
- Instructional Aides (SASSS) provided instructional support in areas of need and attended various trainings and professional offerings depending on their assignment.
- Students received academic and social/emotional counseling through services provided by the school psychologist and/or a school counselor.
- The revision of the SST/RTI/MTSS process is still in progress but has been discussed through District Committees. This will continue in 2017-2018.
- Tutoring services were minimally provided. This is an area to increase in future years.

Expenditures

BUDGETED
 50% Title I Program- Certificated and Classified Title I \$41,450
 50% Support to Special Education programs of the district Base and Supplemental \$149,100
 10% Principals & Superintendent 1000-1999: Certificated Personnel Salaries Base and Supplemental \$33,469

ESTIMATED ACTUAL
 50% Title I Program- Certificated and Classified Title I \$51,561
 50% Support to Special Education programs of the district 7000-7439: Other Outgo Base and Supplemental \$204,250
 10% Principals & Superintendent 1000-1999: Certificated Personnel Salaries Supplemental \$26,500

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.

Actions and services were generally implemented as planned with a few exceptions due to funding, school closure, and slight changes in focus once the school year started. We were unable to provide training for all staff in intervention services, and did not create an SST/RTI/MTSS system but did start the process to fully examine what we want the model to look like. District Committees, Title 1 services, curriculum adoption, added technology, maintaining low class sizes, and utilizing the Mind-Up curriculum definitely supported the actions/service to achieve this goal.

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

Test scores improved overall except with students with disabilities. This remains a challenge for our schools and indicates a need to increase monitored and support services for students. We need to create a system that supports students academically prior to special education becoming the primary referral for students who struggle in ELA and math.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Title I entitlement was higher than anticipated so no contribution from unrestricted revenue was needed. Principal and Superintendent salaries decreased due to change in staffing, Instructional Aide salaries lower than expected due to staffing changes.

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.

Previous goal 1 and 3 were combined to support academic learning with new technology standards being a big part of the education structure. We combined all actions and services for both goals to create updated actions and services to better reflect our needs that support LCFF dollars received. Although overall academics have increased, additional supports are needed for those classified as special needs. Additional time will be given to the Director of Student Support Services in order to support an intervention system and overall teaching and learning throughout the district. Changes can be found in the 2017-2018 LCAP under goals 1 and 2.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 2

All District departments and school sites will provide a physically and emotionally safe and secure environment for all students and staff.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Reduction of Bullying & Behavior Referrals by 5%
2. Maintain district-wide attendance rate of 95.55%
3. Decrease Chronic Absenteeism by 1%
4. Maintain SARB referrals of less than 2% of our district enrollment
5. Maintain suspension rate of less than 5% of district enrollment
6. Maintain expulsion rate of less than 1% of district enrollment
7. Responses to survey questions in relation to safety, school climate and caring relationships
8. Maintain Good overall ratings on FIT
9. Energy efficient upgrades will occur
10. Maintain Middle School dropout rates of less than 1% of district enrollment
11. High School dropout and graduation rates are not applicable because we are a K-8 district

ACTUAL

1. We started tracking bullying and general behavioral referrals as of fall 2016 with the implementation of the SWIS data system. We will have a comparison for 2016/17 and 2017/18.
2. Our overall attendance was tracked. We did not maintain the 95.55% district-wide rate if we include all students in reporting. We have approximately 15% of our population with 20 or more absent that bring us below the target. Our overall attendance as of P2 was 95.15%.
3. Our chronic absenteeism decreased from 56 students to 52 students. Our enrollment for 2015/16 was 626 making our chronic absenteeism 9%. Our enrollment for 2016/17 was 556 making our chronic absenteeism 9%. Based on the chronic absenteeism calculation outline in appendix A, we did not decrease our chronic absenteeism by 1% as projected.
4. We met our goal of having less than 2% SARB referrals. We had two referrals equaling 0.4%.
5. We maintained our goal of less than 5% of our students being suspended. We had a total of 15 equaling 2% of our overall enrollment.
6. We had zero expulsions which meets the target goal.
7. Survey results regarding safety, school climate and caring relationships were gathered from parents, staff and students.

PARENTS:

When asked about caring relationships, 96% of parents who responded to the survey reported they felt as if they were greeted warmly, courteously, and felt welcomed at the school when they visited. In addition, 98% of parents felt they were valued partners in their child's education. Parents reported that 98% felt their campus was a clean and safe learning environment. When asked if they felt their student was safe in specific areas throughout the school day, parents reported that 93% felt their child was very safe in the classroom, 93% reported they felt their child was safe in the multi-purpose room, 86% felt their child was safe at recess and 88% felt their child was safe on the bus.

STAFF:

When asked if staff felt as if the district valued them as an important partner in educating each student, 92% strongly agreed and agreed. Staff reported that 93% felt staff and students are safe at school and 91% felt staff was adequately trained on safety procedures knowing what to do in the event of an emergency.

STUDENTS:

When asked if their teacher asked for their input on classroom decisions that affect their academic learning, 80% strongly agreed or agreed, 82% strongly agreed or agreed that they enjoy attending school most days (those who disagreed or strongly disagreed stated it was because they did not like getting up in the morning), 74% stated their campus was clean, safe and in good repair (the majority who disagreed or strongly disagreed stated their campus was not in good repair - students from PVS which will be closing in July, 2015), and 88% stated they felt safe at school knowing they could ask an adult for help at any time.

8. FIT Reports for RS was excellent, WR was good and PV was poor. PV is the school that will be closing as of July 1, 2017.

9. Prop 39 funds were approved and all new heat and AC units were replaced at WR and RS in the spring of 2017.

10. All dropout rates were maintained as expected as we had 0% of middle school students drop out.

11. N/A

[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.

PLANNED

- Expand and refine socio-emotional/behavioral support services to students and their teachers
- Provide time for peer support and behavior issues
- Classroom observations
- Follow up meetings
- Behavior plans
- Psychologist/counselor services
- Maintain PBIS school-wide (Positive Behavior Intervention System)
- Ensure new and existing staff are aware of purpose of program and have adequate training
- Fully implement Mind-Up curriculum through professional development and ongoing support
- Promote opportunities and incentives to increase attendance rates at all school sites
- Ensure school and district facilities are maintained and are safe working and learning environments
- Provide programs (such as enrichment, after school support, Family Resource Center, parent education, parent outreach program) that will serve the residents in our District and attract students to our District.
- School safety plans updated annually with participation from parents and students and emergency response systems
- Provide safety and emergency preparedness training to all staff
- Prevention activities that are designed to maintain safe, disciplined, and drug-free environments, including participation in Red Ribbon Week activities, Great American Smoke-out, staff development and teacher training in research based programs and practices
- Peer mediation, conflict resolution, or character education programs
- Train staff (certificated) to write and implement behavior support plans.
- Energy efficiency upgrades will occur
- Upgrade facilities, playgrounds and fields as needed
- Research necessary supports, alternatives to suspension

ACTUAL

- All sites participated in PBIS but stalled due to school closure and the consolidation of three schools to two. As current PBIS systems were maintained, students were allowed time for peer support and to gain assistance with behavioral issues, classroom observations were completed as needed by the school counselor, school psychologist and administrators. Staff peer observations were completed upon request. Behavior plans were completed as needed and/or requested and this process will improve as we create the SST/RTI/MTSS system.
- Counseling services were provided to students through a PPS credentialed staff member or by the school psychologist
- SST meetings were held regularly for both behavior and academic needs
- We expanded services for students as we adopted the Mind-Up program district-wide. There is continued training and implementation that will take place in 2017/18.
- All sites engaged in attendance incentives to encourage students to attend daily. This is still an area of weakness for some of our sites that will be addressed in 2017/18.
- Enrichment programs were offered to students through after school care, the Family Resource Center, parent outreach, etc.
- School safety plans were updated with input from all SSC groups
- Safety and emergency preparedness was reviewed with staff twice a year
- All sites participated in prevention activities throughout the year
- All sites had character education programs and participate in PBIS to ensure conflict resolution as an option
- Training staff on writing behavior support plans started slowly and will continue with further implementation in 2017/18 through RTI/Mind-Up District Committees

- Provide alternatives to suspension
- Procedures and policies consistently adhered to for student and staff safety. Follow-up procedures maintained
- Expand positive recognition assemblies
- Create layers of support to meet the identified needs of students including intervention and before and after school opportunities to increase academic success.

- New heat and AC units were installed spring 2017 at WRS and RSS
- Facility needs were met with new carpet, paint, building maintenance and various upgrades to support the consolidation of students from PVS to WRS and RSS
- Student suspensions dropped in 2016/2017. Mind-Up and PBIS having a positive impact on student behavior
- When possible students were counseled and maintained an in-school suspension
- All policies and procedures were maintained for student and staff safety
- Recognition assemblies were continued for all students, and additional efforts were made to improve student attendance
- Before and after school supports were not increased in 2016-2017; however, support throughout the school day was increased through Title 1 teacher and aide support

Expenditures

BUDGETED

Noon Lunch Supervision Aides 2000-2999: Classified Personnel Salaries Base and Supplemental \$34,280
 Psychologist & Counseling Services 1000-1999: Certificated Personnel Salaries Supplemental \$31,200
 Nurse 1000-1999: Certificated Personnel Salaries Base \$23,575
 Maintenance & Custodial Staff 2000-2999: Classified Personnel Salaries Base \$295,000
 School & SARB Secretaries - Attendance Clerks 2000-2999: Classified Personnel Salaries Base \$165,000
 Transportation Contract with First Student 5700-5799: Transfers Of Direct Costs Base \$232,000
 Routine Restricted Maintenance 7000-7439: Other Outgo Base \$245,000
 Utilities 5000-5999: Services And Other Operating Expenditures Base \$245,000
 Maint & Operations Supplies 4000-4999: Books And Supplies Base \$50,000

ESTIMATED ACTUAL

Noon Lunch Supervision Aides 2000-2999: Classified Personnel Salaries Base and Supplemental \$30,780
 Psychologist & Counseling Services 1000-1999: Certificated Personnel Salaries Other \$32,000
 Nurse 1000-1999: Certificated Personnel Salaries Base \$29,940
 Maintenance & Custodial Staff 2000-2999: Classified Personnel Salaries Base \$297,600
 School & SARB Secretaries - Attendance Clerks 2000-2999: Classified Personnel Salaries Base \$144,061
 Transportation Contract with Durham 5000-5999: Services And Other Operating Expenditures Base \$205,000
 Routine Restricted Maintenance 7000-7439: Other Outgo Base \$200,000
 Utilities 5000-5999: Services And Other Operating Expenditures Base \$200,000
 Maint & Operations Supplies 4000-4999: Books And Supplies Base \$42,000

Action

2

Actions/Services

PLANNED

- Expand and refine socio-emotional/behavioral support services to students and their teachers

ACTUAL

<ul style="list-style-type: none"> • Provide time for peer support and behavior issues • Classroom observations • Follow up meetings • Behavior plans • Psychologist/counselor services 	<p>Social emotional support services were analyzed throughout the year through the RTI/Mind-Up District Committee. This will continue and improve in 2017-18.</p>
<p>BUDGETED 50% Psychologist & Counseling Services 1000-1999: Certificated Personnel Salaries Base and Supplemental \$15,600</p>	<p>ESTIMATED ACTUAL 50% Psychologist & Counseling Services 1000-1999: Certificated Personnel Salaries Base and Supplemental \$38,960</p>

Expenditures

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.

The majority of our actions/services planned did occur in 2016/17. Some, such as RTI/Mind-Up, the next phases of PBIS, and staff professional development around behavior plans etc will be continued into 2017/18 as there is still much work to be completed.

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

Through the actions/services noted, we have seen a decrease in student suspensions and much growth in the emotional improvement of students making good choices regularly. Our facilities have needed some improvements and that too was corrected. We will continue to improve our facilities with the closure of a school in July, 2017.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Decrease in transportation cost due to changing companies, error in amount of 50% of psychologist in the budgeted amount.

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 was combined with goal 4 to better support students and overall needs. Some actions and services will be maintained, while others have been modified in order to demonstrate support for unduplicated students that align with LCFF dollars. Changes can be found in the 2017-2018 LCAP under goal 2.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 3

Ensure Access to and work toward Mastery of 21st Century Learning Tools, Resources and Skills for all staff and students, including students with special needs.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Students will receive instruction of the academic content using material and tools that are aligned to the CCSS – Including ELD standards

Increased use of tech tools, including Web 2.0 in instructional pedagogy. A master schedule of technology use will be created by site to ensure all students have regular/ongoing access.

Use CAASPP Interim Assessments and Digital Library to set baseline achievement scores

ACTUAL

The district went to 1:1 chrome books in grades 3-8 in 2016-2017.

With the use of 1:1 chrome books, a technology schedule was no longer needed. Students also have access to district-wide technology programs that support reading, writing and mathematics in order to improve academic achievement. Additional iPads were purchased for K-2 classrooms.

CAASPP assessments and the Digital Library were used minimally due to teacher dis-satisfaction. A team of teachers and staff spent the year vetting possible assessment tools that will be implemented in 2017/18.

ACTIONS / SERVICES

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

Action 1

Actions/Services	PLANNED	ACTUAL

- Promote and maintain the use of instructional technology (i.e. iPads, Mimeoos, Chromebooks, increase lab time, replacement of classroom computers)
- Purchase of software, hardware, wiring
- Determine computer equipment needs and ongoing plan for replacement (teachers, classrooms, devices, etc.)
- Promote collaboration related to technology: tech camps; tech study groups, etc.; ongoing professional development
- Identify strategies and programs that will help students be globally competitive in the 21st century; e.g., skills that include not only curricular standards but also a host of other essential skills like communication, collaboration and creativity, where students make connections between learning and the real world.
- Provide professional development for creating authentic projects and constructing knowledge, tools, and teaching strategies into classroom practice
- Enhance deeper understanding of subject matter to enhance problem-solving, critical thinking, the ability to evaluate and synthesize information, media and other technology.
- Provide parent and student orientations and trainings on responsible digital citizenship and internet safety
- Provide online resources that include portfolios, content, individualized learning plans and other digital resources
- Provide information on free or low cost internet options to students and parents in the home
- Maintain/upgrade wireless network
- Expand enrichment opportunities in middle school grades (i.e. art, technology, creative writing, PE, foreign language, music)

- Chrome books were purchased for 1:1 use in grades 3-8 and iPads and other tools will be used in grades K-2.
- Software, hardware and wiring were purchased as needed to support 21st Century Learning.
- A technology committee worked throughout the year to determine staff needs. A survey was completed April, 2017. That feedback will drive teacher needs in 2017/18.
- With the use of technology, students can easily access real world content.
- A team of teachers spent the year determining what is needed for professional development in the coming years.
- Ongoing learning takes place with technology as we incorporate devices and new curriculum that has web-based programs.
- A student/parent technology handbook was created and approved for all students assigned to devices
- We were not able to work on digital profiles or resources this year; however, individualized learning did take place as students could access web-based academic programs that support their learning as it differentiates their needs.
- Parents were notified of grants and other forms of internet options for their home. Our community struggles with technology due to the rural setting and lack of access beyond our control.
- The wireless network is maintained and used daily.
- Enrichment opportunity expansion is planned for 2017-2018 with the closure of PVS and consolidation of a new 6th-8th grade program being created at RSS.

Expenditures

BUDGETED

Library and Technology 2000-2999: Classified Personnel Salaries Base \$125,500

Software and tech support/licenses 5800: Professional/Consulting Services And Operating Expenditures Base and Supplemental \$44,000

Maintenance on computer, printers 5000-5999: Services And Other Operating Expenditures Base \$75,000

phone/internet lines 5900: Communications Base \$13,000

ESTIMATED ACTUAL

Library and Technology 2000-2999: Classified Personnel Salaries Base \$87,400

Software and tech support/licenses 5800: Professional/Consulting Services And Operating Expenditures Base and Supplemental \$33,880

Maintenance/purchase of computers 4000-4999: Books And Supplies Base \$125,440

phone/internet lines 5900: Communications Base \$10,600

Network maintenance/supplies 4000-4999: Books And Supplies Base and Supplemental \$3,000

Network maintenance/supplies 5000-5999: Services And Other Operating Expenditures Base and Supplemental \$2,075

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.

Actions and services for this goal were generally implemented as planned with a few minor exceptions. We were unable to do digital profiles or detailed professional development for staff. Teachers did an excellent job of working together to utilize the technology purchased and implemented in classrooms.

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

A change in technology staff allowed for more direct support services to students and teachers on a daily basis. Through the purchasing of additional online academic programs, student academic achievement increased as seen through local and state assessments (CAASPP) . We are still in need of a direct and ongoing data analysis system to support teaching and learning on a lesson-by-lesson basis in order to drive instruction and differentiate for all learning levels.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Staff changes in technology and library resulted in lower expenditures, purchase of Chromebooks wasn't included in budgeted amount, cost of software/licenses was lower than anticipated.

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.

Additional professional development time for technology will be incorporated into the 2017/18 plan. This will increase access for teachers and students in order to engage in 21st Century learning and growth. Goal three was combined with goal one in order to create actions and services that better aligned with LCFF. These changes can be found in the 2017-2018 LCAP under goal 1.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 4

Increase parent and community involvement and communication throughout the district and community.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Establish a baseline rate of parent participation using number of surveys returned, sign in sheets at events, data from teachers on parent volunteerism, including parents of unduplicated students and parents of exceptional needs

Responses to parent survey questions in relation to safety, school climate, caring relationships, communication, academics and expectations will be timely and reported out from 2015/16 surveys.

Teachers and administration will communicate with parents through a variety of methods including email, backpack flyers, school messenger, parent conferences, school-wide events, sports, School Site Council, PTC meetings, etc.

ACTUAL

Parent and community participation did increase based on surveys collected and sign in sheets for meetings. Additional meetings were held throughout the year as we navigated through a school closure for the 2017/18 school year. Parent conferences were held and successfully attended in the fall and springs for all students throughout the district. We had almost 45% of our families return surveys and plan to increase that percentage in the future. Approximately 70% of parents attended parent conferences in the fall. Conversations have taken place as to how to improve that percentage in future years.

Overall parents from all three schools reported that their school was safe. Staff provided caring relationships, had open communication creating a positive school climate for all students and staff. Parents felt academics and expectations are communicated to families in a timely fashion.

Monthly news letters go home to families for continual updates. Teachers also send home flyers, classroom letters, etc to ensure parents and families receive the necessary information. Each school has a functioning SSC that supports ongoing activities, as well as PTC meetings on a regular basis.

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

1. Involvement of staff, parents, and community
 - Continue weekly collaboration
 - Monthly reports to Site Council
 - Provide parents with supplemental activities and materials
 - Provide parents with information on the Common Core State Standards and Smarter Balance Assessment
2. Parent Outreach: explicitly seek ways to encourage and involve parent participation
3. Provide parental access to computer lab to take surveys for those who do not have Wi-Fi or internet connection or a computer at home.
 - Consider partnering with Community-Based Organizations (CBOs) to provide workshops focused on building the skills of families to support their child's academic and emotional resiliency.
 - Consider Parent Leadership/Workshops—Classes offered at school sites giving parents specific strategies to support their children's learning, providing volunteer training (review of the volunteer handbook) and providing opportunities to be leaders at the school site (e.g., art docents, junior achievement teachers, coaches, etc.)
4. Monitoring of program implementation and results
 - Ongoing during weekly collaboration
 - Trimester benchmark assessments
 - Ongoing data collection from targeted intervention practices to inform instructional practices
 - CELDT assessments
 - Teacher assessments
 - Parent, staff and student surveys
 - Healthy Kids Survey
 - Healthy Kids Annual Report

ACTUAL

1. Ongoing communication with staff, parents and the community took place through weekly collaboration, monthly SSC reports, school activities, and academic learning.
2. Additional Town Hall meetings and parent gatherings were held throughout the year in hopes of engaging more families.
3. Families had access to computer labs when needed in order to provide input. Paper copies were also available to ensure feedback could be easily provided.
CBO's have always been part of our schools through the Family Resource Center. Additional partnerships include Arts in Schools as a pilot, Music in the Mountains, Junior Achievement, etc. No Parent Leadership/Workshop classes were offered at this time due to a lack of staff available to facilitate meetings and schedule events.
4. Ongoing monitoring of programs was completed through weekly collaboration, academic assessments, parent conferences, parent/student/staff surveys, etc. Assessments (CELDT and teacher driven) were used for various program implementation and ongoing targeted interventions to inform instructional practices. Parent, staff and student surveys were used to monitor needs. Multiple stakeholder meetings were held as open forums throughout the year to gain insight and feedback on multiple topics.
5. LCAP was published and explained to stakeholder groups.
6. The use of the auto dialer, email, and flyers was utilized. This year we increased services as we partnered with Arts in the Schools to provide the first year of a pilot program to Williams Ranch School. All other partnerships were continued and maintained.

- Promote ongoing and open communication among all stakeholders that maintains a culture of respect, integrity and inclusion
 - Identify opportunities and implement plans to increase parent and business participation to support the personal and intellectual success of every student (e.g., Junior Achievement, LEGO league, Odyssey of the Mind, After school enrichment activities, etc.)
5. Ensure common understanding and interpretation of the LCAP among all stakeholders
 6. Plan and promote activities and events highlighting student successes
 7. Increase variety of communication outlets
 8. LCAP surveys from parents, staff and students

7. This year sites worked to increase email addresses in our database in order to better communicate with families.
8. LCAP surveys were provided to parents, staff and students. See goal 2 for specific data.

Expenditures

BUDGETED
 20% Principals & Superintendent 1000-1999: Certificated Personnel Salaries Base \$75,000
 District Office support staff 2000-2999: Classified Personnel Salaries Base \$235,000
 Audit & Legal 5800: Professional/Consulting Services And Operating Expenditures Base \$123,500
 Cost of materials home to families 5800: Professional/Consulting Services And Operating Expenditures Base and Supplemental \$2,000

ESTIMATED ACTUAL
 20% Principals & Superintendent 1000-1999: Certificated Personnel Salaries Base \$52,995
 District Office support staff 2000-2999: Classified Personnel Salaries Base \$236,900
 Audit & Legal 5800: Professional/Consulting Services And Operating Expenditures Base \$62,000
 Cost of materials home to families 5000-5999: Services And Other Operating Expenditures Base and Supplemental \$1,000
 Legal- Special Education 5800: Professional/Consulting Services And Operating Expenditures Special Education \$52,000

Action

2

Actions/Services

PLANNED
 Partner with community-based organizations (CBOs) to provide workshops focused on building the skills of families to support their child’s academic and emotional resiliency.

ACTUAL
 Ongoing partnership with Family Resource Center to provide families with support with academic and social/emotional needs.

Expenditures

BUDGETED
 Cost of materials home to families 4000-4999: Books And Supplies Supplemental \$1,000
 Support of Family Resource Center on RS Campus 5000-5999: Services And Other Operating Expenditures Base and Supplemental \$5,000

ESTIMATED ACTUAL
 Support of Family Resource Center on RS Campus 7000-7439: Other Outgo Base and Supplemental \$5,000

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.

Actions and services for this goal were implemented as planned with few exceptions. Parent Leadership/Workshop classes were not implemented due to lack of staffing. Otherwise, parent and community engagement efforts were achieved through ongoing scheduled meetings, written correspondence, Town Hall gatherings, Arts in Schools pilot and various forms of feedback such as LCAP surveys and PTC/SSC meetings.

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

Parents engaged in meetings held when possible. Survey results were positive and demonstrated that families feel the sites provide a safe and supportive environment for their student(s). With a school closing July 1, 2017, additional work will need to be done in order to merge cultures and families into new programs being created for academic and social/emotion success.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Cost of legal fees changed to be split between LCFF funding and Special Education funding. Lower cost for materials due to decrease in cost per copy. Cost for materials for Action 2 were minimal so no expenditures recorded.

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

No additional services will be provide during the upcoming year, but with the school closure transition some PTC and SSC groups will be consolidated so each site incorporates new families into the site conversations. School cultures will be merged to create new programs, as well as support ongoing programs from both schools so that traditions are not lost in the closure process. No additional actions were added that require LCFF spending. Any additional changes made to the site in this area require collaborative time among stakeholder groups. However, all staff will work with students and families in order to create a smooth transition to support all stakeholder groups. Goal four was combined with goal two in order to create actions and services that better aligned with LCFF.

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?

Beginning August and September 2016, a review of current staffing and funding allocations were reviewed based on student enrollment and site specific needs. Ongoing conversations with PVRTA took place in order to implement proper supports for academic achievement. Ongoing conversations with the Governing Board took place in order to make the necessary staffing changes not reflected in our Expected Annual Measurable Outcomes.

August 17, 2016 a parent letter was sent home for all families to review new SBAC data from spring 2016. Parents received information about LCAP Goal 1 to better understand test scores and how to interpret the academic progress of their child.

Starting August, 2016 through June, 2017 LCAP Board updates were provided at each regularly scheduled Board meeting. First Interim Report with detailed information regarding the LCFF and LCAP was presented to the Board, bargaining unit members, and community members in attendance in December, 2017 with Second Interim being presented in March, 2017.

August 30, 2016 a district-wide meeting was held after school and a community Town Hall meeting was held in the evening to review the financial status and enrollment history of the district as a school closure recommendation was taken to the Board September, 2016.

An additional parent meeting was held September 6, 2016 for parents interested as a Q&A session regarding finances and school closure.

September 7, 2016 a final School Facility Committee Meeting was held to discuss input from the community obtained from the Town Hall meeting and to vote on the final school closure scenario recommendation to the Board.

November 28, 2016 a representative from the district staff attended the Foster Youth Education meeting sponsored by the Nevada County Superintendent of Schools office. Information was brought back to the district administrative team in order to gain information on updated requirements and legislation, to increase awareness regarding available local resources, and to discuss best practices and procedures. Additional meetings attended:

February 27, 2017

May 24, 2017

October 26, 2016 District Committees formally met to begin working in the group of their choice. Teachers had five choices based on personal interest as all teams align with LCAP goals. (1) Assessments, (2) Curriculum Adoption, (3) RTI/Min-Up, (4) 21st Century Learning, and (5) Public Relations.

Ongoing monthly meetings took place on the following dates:

November 16th

January 18th

February 16th (board meeting update – each committee team provided a written update regarding progress)

February 15th

March 8th

April 19th

May 31st

June 14th (Board meeting update - each committee team provided a written update regarding progress)

Periodic news letters were sent to all families encouraging good attendance and why student attendance is critical for student academic success. First reminder was November, 2016.

January, 2017 homeless and foster youth families were notified of free immunizations in the County.

January 10, 2017 consultation was held with members of the Nevada County Superintendent of Schools office for purposes of support in the process of the LCAP new document, dashboard, and additional requirements for 2017/18.

January 12, 2017 consultation was held with members of the Nevada County Superintendent of Schools office, SELPA team members, and Special Education Directors for purposes to support LCFF/LCAP as it related to students with special needs programs.

February 16, 2017 LCFF/LCAP Board Study Session held with all staff, community members and parents invited to attend and provide input.

March 17, 2017 - LCAP Annual Survey for parents and community members was made available in print or online. March 17, 2017 - LCAP Survey for staff was made available in print and online. March 12, 2017 - LCAP Survey for students was made available online, and middle school students reviewed the School Handbook providing input for changes/edits to the annual document which includes several items addressed in the LCAP - attendance, school climate, school to home communication, etc.

April - a draft LCAP was developed using information compiled from the avenues listed above. The draft was presented to parent advisory groups on the following dates: WRS - May 16, 2017, PVS 16, 2017, and RS May 16, 2017. A draft was presented to PVTA on May 19, 2017, to CSEA on May 16, 2017 and to ACERS on May 16, 2017.

- RS Parent Group Feedback - Feedback given on May 30, 2017 and no suggestions given. There were no comments requiring a written response from the Superintendent.
- WR/PV Parent Group Feedback - Feedback given on May 30, 2017 and no suggestions given. There were no comments requiring a written response from the Superintendent.
- PVTA Group Feedback - Feedback given on June 2, 2017 and no content suggestions given, only errors. There were no comments requiring a written response from the Superintendent.
- CSEA Group Feedback - Feedback given on June 1, 2017 and no suggestions given. There were no comments requiring a written response from the Superintendent.
- ACERS Group Feedback - Feedback given on May 30, 2017 and no suggestions given. There were no comments requiring a written response from the Superintendent.

We view the LCAP process as a never ending cycle of continuous improvement. We have and will continue to engage in the data based, systematic review of needs, gaps, causes, actions, and evaluation to ensure the best possible educational services are provided to all students and families. We provide a learning community that challenges all students to realize their greatest potential which in turn will require broad stakeholder engagement and involvement.

Public Hearing of the District's LCAP: June 14, 2017

Board Approval/Adoption: June 21, 2017

IMPACT ON LCAP AND ANNUAL UPDATE

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

Input from stakeholder groups was used to determine the District's goals and address the eight priorities set by the State as part of its Local Control Funding Formula Plan for financing public schools. These goals show how the district will invest funds to improve educational outcomes for all students including students from low income families, children in foster care, and redesignated fluent English proficient and students who are learning English.

The following priorities are described by stakeholders and are incorporated into our plan:

- Safe and positive school climate and environment for students, staff, and parents

- Academic achievement
- Positive and consistent behavior intervention and support
- Effective and varied communication
- High quality and well trained staff
- Maintain a competitive salary schedule (certificated and classified) to attract and retain the most highly talented and effective teaching staff.
- Consistency in schedules, time to collaborate and training for support staff
- Procedures/policies consistently adhere to student and staff safety with follow-up procedures.
- 21st Century Learning and skills
- Common Core State Standards (CCSS) and aligned instruction in the content areas
- Attention given to class sizes that support high quality teaching and learning
- Technology to support CCSS aligned curriculum and instruction and Smarter Balanced (SBAC) testing
- Meaningful parental involvement (beyond volunteers)
- Textbooks/resources to support CCSS curriculum

All eight State identified priorities have been identified and included in the LCAP.

The three year LCAP will be reviewed each year. Goals will be assessed to determine the actual progress toward meeting those goals, to describe any changes to those goals, and to add any new actions to continue the three year cycle. Funding, demographics, significant sub-groups, enrollment, etc. will be reviewed and assessed to determine what changes will be made.

Committee Meetings were extremely beneficial and productive. For 2017/18 teachers will recommend committee topics and choose from a menu of options if their current committee concludes in June 2018.

The District is/will continue to work with the SELPA Council to provide support due to a continued cut in funding we will see in 2017-18.

General budget information for 2016-17 was discussed based on the LCFF calculator. The cut to special education was discussed openly and stakeholders were informed that further discussion would take place in the Special Study Session the following day.

Data will be reviewed based on surveys collected. 168 parent surveys were completed (increase from 2015/16 of 106), 69 staff surveys were completed (increase from 2015/16 of 63), and 275 student surveys were completed from students in grades 3rd through 8th (increase from 2015/16 of 217).

Based on the data collected all stakeholder groups felt the follow areas were important or very important. With this feedback we plan to add additional programs through goal 2 in the following areas:

- Life skills, positive decision making behavior, problem solving strategies, anger management, and creativity
- Technology - 21st Century Learning in the classrooms

With this feedback we plan to continue with implementation of the MInd-Up Curriculum to support life skills, social/emotional learning, etc., and we plan to provide detailed teacher training to increase technology needs.

Also, feedback was received about the conditions of our schools and their lack of cleanliness. This information comes as we close the one site that has significant facility needs. PVS will close as of July 1, 2017 and we will build additional programs for students to support academic and social needs.

Staff and students overwhelmingly stated they felt safe when on campus and that they looked forward to coming to school most days.

The majority of staff agreed and strongly agreed with the following:

- Staff development is provided (although we need to attempt to include classified more when possible). Staff would like professional development opportunities regarding Google, special education needs, and PBIS/RTI/MTSS.
- The District values parents as an important partner in education each student
- The District values staff as an important partner in educating each student
- The District effectively addresses attendance and absenteeism - although more work needs to be done in this area as our attendance rates could be higher

- Staff is invited to help plan, implement and evaluate instruct material, strategies and programs
- Our schools provide multiple opportunities for students to participate in school-wide activities
- Staff feel parents do not engage enough and we need to attempt reaching out to increase parent engagement.

For the 2017-2018 through 2019-2020 LCAP, we opted to combine goals one and three into a new goal one, and combine goal two and goal four into a new goal two. This allowed us to maintain some actions and services, as well as adding new actions to better align with our needs.

Pleasant Valley School will close as of July 1, 2017 due to declining enrollment over the past ten years and deteriorating facilities. Based on projected deficit spending and current staffing, a proposal for 2017/18 staff was presented to the Board after LCFF projects were reviewed. The Board discussed the restructuring and standardization of staffing, programs, and spending district-wide.

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

The District will provide high quality instruction, learning opportunities and support in which all students, including students with special needs, will work toward attaining proficiency in English-Language Arts and Math, as well as achieve mastery of 21st Century learning tools, resources, and skills.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Student mastery/proficiency of Common Core State Standards in ELA and math in order to increase the number of college and career ready students. Increase access to high quality digital project-based tools and resources; improve student engagement and ownership of the educational experience through creativity and innovation, critical thinking and problem solving, and communication and collaboration. Identified data that led to this need include observational data, CBM, grades, student projects, parent surveys and data from spring 2017 CAASPP.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. CASSP testing data and Dashboard reporting 2. CASSP testing (no Dashboard data available for this target) 3. Hiring documents and County Office audit 4. Williams Audits 5. Dashboard reporting CELDT or other subsequent English proficiency assessment	1. Spring 2016: (includes Vantage Point) ELA - 47% of students reached or exceed "standard met" Math - 36% of students reached or exceeded "standard met" Dashboard ELA: Yellow Dashboard - Math: Yellow 2. Spring 2016: (includes Vantage Point) ELA - 21% "standard not met" and 31% "standard nearly met" Math - 29% "standard not met" and 36% "standard nearly met"	1. Increase the number of students who exceed and/or meet "standard met" in ELA and math by a minimum of 3%. 2. Increase the number of students who improve scores in ELA and math as they work toward achieving "standard met" to close individual achievement gaps 3. Maintain 100% highly qualified teachers with no miss-assignments 4. Maintain sufficiency in standards aligned instructional materials	1. Increase the number of students who exceed and/or meet "standard met" in ELA and math by a minimum of 3%. 2. Increase the number of students who improve scores in ELA and math as they work toward achieving "standard met" to close individual achievement gaps 3. Maintain 100% highly qualified teachers with no miss-assignments 4. Maintain sufficiency in standards aligned instructional materials	1. Increase the number of students who exceed and/or meet "standard met" in ELA and math by a minimum of 3%. 2. Increase the number of students who improve scores in ELA and math as they work toward achieving "standard met" to close individual achievement gaps 3. Maintain 100% highly qualified teachers with no miss-assignments 4. Maintain sufficiency in standards aligned instructional materials

<p>6. CELDT or other subsequent English proficiency assessment</p> <p>7. Local assessment to be created within the district</p> <p>8. Data from online assessment tools through AR, IXL and Lexia and student login reports to demonstrate ongoing use of programs</p> <p>9. 100% of our students will have access to textbooks and digital academic programs, including ELD materials. Staff will meet weekly during collaboration time to support ongoing implementation</p> <p>10. 100% of students will have access to core academic classes</p>	<p>3. Currently maintain 100% high qualified teachers with no miss-assignments</p> <p>4. Currently maintain sufficiency in standards aligned instructional materials</p> <p>5. Spring 2016: (includes Vantage Point) ELA - 17.8 points below level 3 Math - 27.6 points below level 3</p> <p>CELDT or other subsequent English proficiency assessment</p> <p>6. 100% of our students eligible for reclassification were reclassified</p> <p>7. No current data. Technology committee will create local assessment tool to evaluate student technology proficiency</p> <p>8. No current data as the assessment tool will be implemented fall 2017</p> <p>9. Continue implementation of state standards, including ELD standards, by providing professional development opportunities for staff and through weekly collaboration</p> <p>10. Continue to provide all core classes district-wide through highly qualified teachers and scheduling that allows access</p>	<p>5. Increase the number of EL students who make progress toward "standard met" and increase 1 level on CELDT or other subsequent assessment of English proficiency</p> <p>6. Maintain 100% reclassification for eligible EL students</p> <p>7. Implement technology standards for all student and create a baseline of knowledge</p> <p>8. Use assessment tools to support daily academic instruction</p> <p>9. Implement academic content and performance standards for all students including EL standards</p> <p>10. Offer all core classes to all students including unduplicated and students with exceptional needs</p>	<p>5. Increase the number of EL students who make progress toward "standard met" and increase 1 level on CELDT or other subsequent assessment of English proficiency</p> <p>6. Maintain 100% reclassification for eligible EL students</p> <p>7. Implement technology standards for all student and create a baseline of knowledge</p> <p>8. Use assessment tools to support daily academic instruction</p> <p>9. Implement academic content and performance standards for all students including EL standards</p> <p>10. Offer all core classes to all students including unduplicated and students with exceptional needs</p>	<p>5. Increase the number of EL students who make progress toward "standard met" and increase 1 level on CELDT or other subsequent assessment of English proficiency</p> <p>6. Maintain 100% reclassification for eligible EL students</p> <p>7. Implement technology standards for all student and create a baseline of knowledge</p> <p>8. Use assessment tools to support daily academic instruction</p> <p>9. Implement academic content and performance standards for all students including EL standards</p> <p>10. Offer all core classes to all students including unduplicated and students with exceptional needs</p>
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PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

- A collaborative culture in which staff (certificated and classified) work together on a regular basis during weekly minimum days to analyze student data using assessments, develop strategies to improve achievement, share practical ways to improve teaching and learning.
- Quality professional development to support CCSS teaching and learning
- Opportunity for participation in North Coast Beginning Teacher Induction Program

2018-19

New Modified Unchanged

- A collaborative culture in which staff (certificated and classified) work together on a regular basis during weekly minimum days to analyze student data using assessments, develop strategies to improve achievement, share practical ways to improve teaching and learning.
- Quality professional development to support CCSS teaching and learning
- Opportunity for participation in North Coast Beginning Teacher Induction Program

2019-20

New Modified Unchanged

- A collaborative culture in which staff (certificated and classified) work together on a regular basis during weekly minimum days to analyze student data using assessments, develop strategies to improve achievement, share practical ways to improve teaching and learning.
- Quality professional development to support CCSS teaching and learning
- Opportunity for participation in North Coast Beginning Teacher Induction Program

BUDGETED EXPENDITURES

2017-18

Amount	\$259,700
Source	Supplemental

2018-19

Amount	\$253,000
Source	Supplemental

2019-20

Amount	\$248,000
Source	Supplemental

Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits 10% of certificated salaries for Wednesday Collaboration	Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits 10% of certificated salaries for Wednesday Collaboration	Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits 10% of certificated salaries for Wednesday Collaboration
Amount	\$8,000	Amount	\$8,000	Amount	\$8,000
Source	Title II	Source	Title II	Source	Title II
Budget Reference	5000-5999: Services And Other Operating Expenditures Teacher Training and BTSA	Budget Reference	5000-5999: Services And Other Operating Expenditures Teacher Training and BTSA	Budget Reference	5000-5999: Services And Other Operating Expenditures Teacher Training and BTSA
Amount	\$3,500	Amount	\$3,500	Amount	\$3,500
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits Classified collaboration/training time with certificated staff.	Budget Reference	2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits Classified collaboration/training time with certificated staff.	Budget Reference	2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits Classified collaboration/training time with certificated staff.
Amount	\$34,500	Amount	\$35,500	Amount	\$36,000
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits 10% administrator salaries	Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits 10% administrator salaries	Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits 10% administrator 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 [Specific Student Group(s)] Low income students

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

- Provide academic and social/emotional support for at-risk students
- Provide full time Director of Student Support Services to monitor and support special needs students, RTI/MTSS needs, and other intervention programs in general education
- Develop an RTI/MTSS model to support all students and better define the SST and special education referral process
- Title 1 ELA and Math support to increase academic achievement
- SASSS support to increase academic achievement.

2018-19

New Modified Unchanged

- Provide academic and social/emotional support for at-risk students
- Maintain full time Director of Student Support Services to monitor and support special needs students, RTI/MTSS needs, and other intervention programs in general education
- Develop an RTI/MTSS model to support all students and better define the SST and special education referral process
- Title 1 ELA and Math support to increase academic achievement
- SASSS support to increase academic achievement.

2019-20

New Modified Unchanged

- Provide academic and social/emotional support for at-risk students
- Maintain full time Director of Student Support Services to monitor and support special needs students, RTI/MTSS needs, and other intervention programs in general education
- Develop an RTI/MTSS model to support all students and better define the SST and special education referral process
- Title 1 ELA and Math support to increase academic achievement
- SASSS support to increase academic achievement.

BUDGETED EXPENDITURES

2017-18

Amount	\$43,770
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits
Amount	\$87,000
Source	Title I

2018-19

Amount	\$45,500
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits
Amount	\$88,500
Source	Title I

2019-20

Amount	\$46,000
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits
Amount	\$90,000
Source	Title I

Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits	Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits	Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits
Amount	\$50,140	Amount	\$52,500	Amount	\$54,000
Source	Title I	Source	Title I	Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits	Budget Reference	2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits	Budget Reference	2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits

Action 3

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

- Purchase and implement online formative assessment tools to drive instruction and support daily teaching and learning for differentiated instruction

2018-19

New Modified Unchanged

- Purchase and implement online formative assessment tools to drive instruction and support daily teaching and learning for differentiated instruction

2019-20

New Modified Unchanged

- Purchase and implement online formative assessment tools to drive instruction and support daily teaching and learning for differentiated instruction

- Utilize SBAC Interim Assessments and Digital Library
- Online academic programs to support learning in ELA and Math
- Professional development for Google classroom, general education teachers working with special needs students, and intervention tools when working with all students
- Purchasing of hardware and software to support 21st Century classrooms for ongoing technology instruction
- Technology staff to provide teacher and student hands on supports

- Utilize SBAC Interim Assessments and Digital Library
- Online academic programs to support learning in ELA and Math
- Professional development for Google classroom, general education teachers working with special needs students, and intervention tools when working with all students
- Purchasing of hardware and software to support 21st Century classrooms for ongoing technology instruction
- Technology staff to provide teacher and student hands on supports

- Utilize SBAC Interim Assessments and Digital Library
- Online academic programs to support learning in ELA and Math
- Professional development for Google classroom, general education teachers working with special needs students, and intervention tools when working with all students
- Purchasing of hardware and software to support 21st Century classrooms for ongoing technology instruction
- Technology staff to provide teacher and student hands on supports

BUDGETED EXPENDITURES

2017-18

Amount	\$20,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Online programs
Amount	\$8,000
Source	Title II
Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	\$20,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Technology replacements/upgrades
Amount	\$36,700
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits

2018-19

Amount	\$20,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Online Program
Amount	\$8,000
Source	Title II
Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	\$60,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Technology replacements/upgrades, Category 2 E-rate project
Amount	\$38,000
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits Technology staff

2019-20

Amount	\$20,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Online Programs
Amount	\$8,000
Source	Title II
Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	\$10,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Technology replacements/upgrades
Amount	\$39,500
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits Technology staff

Technology staff

Action **4**

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

[Students to be Served](#)

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

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

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

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

- Improve technology infrastructure to support 1:1 Chromebooks and/or iPads.
- Provide support to students and teachers for 1:1 Chromebooks and/or iPads.

2018-19

New Modified Unchanged

- Improve technology infrastructure to support 1:1 Chromebooks and/or iPads.
- Provide support to students and teachers for 1:1 Chromebooks and/or iPads.

2019-20

New Modified Unchanged

- Improve technology infrastructure to support 1:1 Chromebooks and/or iPads.
- Provide support to students and teachers for 1:1 Chromebooks and/or iPads.

[BUDGETED EXPENDITURES](#)

2017-18

Amount \$36,700

Source Supplemental

2018-19

Amount \$38,000

Source Supplemental

2019-20

Amount \$39,500

Source Supplemental

Budget Reference	2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits Technology staff	Budget Reference	2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits Technology staff	Budget Reference	2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits Technology staff
Amount	\$10,000	Amount	\$10,000	Amount	\$5,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Equipment upgrades	Budget Reference	4000-4999: Books And Supplies Equipment upgrades	Budget Reference	4000-4999: Books And Supplies Equipment upgrades

Action 5

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

- Employ and appropriately assign highly qualified teachers for all classes.
- Provide all classrooms with CCSS curriculum.

2018-19

New Modified Unchanged

- Employ and appropriately assign highly qualified teachers for all classes.
- Provide all classrooms with CCSS curriculum.

2019-20

New Modified Unchanged

- Employ and appropriately assign highly qualified teachers for all classes.
- Provide all classrooms with CCSS curriculum.

- Provide all classrooms with adequate instructional materials and supplies.
- Provide access to visual and performing arts programs and lessons.

- Provide all classrooms with adequate instructional materials and supplies.
- Provide access to visual and performing arts programs and lessons.

- Provide all classrooms with adequate instructional materials and supplies.
- Provide access to visual and performing arts programs and lessons.

BUDGETED EXPENDITURES

2017-18

Amount	\$1,824,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits
Amount	\$130,000
Source	Lottery
Budget Reference	4000-4999: Books And Supplies ELA adoption and math consumables
Amount	\$50,000
Source	Base
Budget Reference	4000-4999: Books And Supplies ELA adoption and math consumables
Amount	\$33,500
Source	Lottery
Budget Reference	4000-4999: Books And Supplies Classroom materials
Amount	\$69,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits 20% administrator salaries

2018-19

Amount	\$1,778,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits
Amount	\$30,000
Source	Lottery
Budget Reference	4000-4999: Books And Supplies Curriculum consumables/replacement
Amount	\$35,000
Source	Lottery
Budget Reference	4000-4999: Books And Supplies Classroom materials
Amount	\$70,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits 20% administrator salaries
Amount	\$53,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits 20% administrator salaries

2019-20

Amount	\$1,754,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits
Amount	
Source	
Budget Reference	
Amount	\$30,000
Source	Lottery
Budget Reference	4000-4999: Books And Supplies Curriculum consumables/replacement
Amount	\$35,000
Source	Lottery
Budget Reference	4000-4999: Books And Supplies Classroom materials
Amount	\$55,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits 20% administrator salaries

Action **6**

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

- Provide full time Director of Student Support Services to monitor and support special needs students, RTI/MTSS needs, and other intervention programs in general education.
- Develop an RTI/MTSS model to support all students and better define the SST and special education referral process.
- Employ and appropriately assign highly qualified teachers for all special education.
- SASSS support to increase academic achievement.

2018-19

New Modified Unchanged

- Continue to provide full time Director of Student Support Services to monitor and support special needs students, RTI/MTSS needs, and other intervention programs in general education.
- Implement an RTI/MTSS model to support all students and better define the SST and special education referral process.
- Employ and appropriately assign highly qualified teachers for all special education programs.
- SASSS support to increase academic achievement.

2019-20

New Modified Unchanged

- Continue to provide full time Director of Student Support Services to monitor and support special needs students, RTI/MTSS needs, and other intervention programs in general education.
- Maintain implementation an RTI/MTSS model to support all students and better define the SST and special education referral process.
- Employ and appropriately assign highly qualified teachers for all special education programs.
- SASSS support to increase academic achievement.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$62,520	Amount	\$63,000	Amount	\$63,250
Source	Special Education	Source	Special Education	Source	Special Education
Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits	Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits	Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits
Amount	\$192,700	Amount	\$195,000	Amount	\$198,000
Source	Special Education	Source	Special Education	Source	Special Education
Budget Reference	2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits	Budget Reference	2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits	Budget Reference	2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits
Amount	\$273,000	Amount	\$278,000	Amount	\$284,000
Source	Special Education	Source	Special Education	Source	Special Education
Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits	Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits	Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 2

School Climate and family/community engagement: All departments and school sites will provide a physically, socially and emotionally safe and secure environment for all students and staff. We want to encourage, engage and increase parent and community involvement and communication throughout the district and in each school community.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Ensure physically, socially, and emotionally safe learning environments for all students and staff, including well run district facilities, operations and support services and emergency response systems. Identified data that led to this need included annual discipline and referral logs, suspension and expulsion rates, SARB referrals, retention data, attendance data, CHKS surveys, FIT (Facilities Inspection Tool) report, and LCAP student, parent and staff surveys.

Increase the involvement, knowledge, percentage of participation and communication among parents and community stakeholders who respond to surveys, attend school events, volunteer at our schools and support our programs. Identified data that led to this need include event participation rates, parent/teacher conference rates, volunteerism rates and survey results.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. SWIS data 2. SWIS data 3. P2 district-wide attendance data 4. P2 district-wide chronic absenteeism data 5. SARB referrals	1. Baseline data to be collected starting fall 2017 2. Baseline data to be collected starting fall 2017 3. Spring 2017 P2 district-wide attendance was 95.15% 4. Spring 2017 P2 district-wide chronic absenteeism was 52	1. Establish baseline data to track the reduction of bullying behaviors 2. Establish baseline data to track the reduction of overall behavior referrals 3. Maintain district-wide attendance rate of 95.55%	1. Use baseline data to establish goal for the reduction of bullying behaviors 2. Use baseline data to establish goal for the reduction of overall behavior referrals 3. Maintain district-wide attendance rate of 95.55%	1. Use goal from 2018-19 to establish goal for the reduction of bullying behaviors 2. Use goal from 2018-19 to establish goal for the reduction of overall behavior referrals 3. Maintain district-wide attendance rate of 95.55%

<p>6. Suspensions reported in CALPADS</p> <p>7. Expulsions referred to NCSOS</p> <p>8. LCAP surveys from parents, students and staff</p> <p>9. FIT reports</p> <p>10. CALPADS reporting</p> <p>11. Number of LCAP surveys returned, sign in sheets at events, data from parent/teacher conferences, and volunteerism. Emails, flyers, school messenger, parent conferences, school events, sports, SSC, PTC/PTO meetings, etc. sign in sheet will be collected and kept in binder at the district office.</p>	<p>students which is 9% of our overall population</p> <p>5. No more than 10 SARB referrals to NCSOS</p> <p>6. Spring 2017 district-wide suspension rate was 4.4%</p> <p>7. Spring 2017 district-wide expulsions rate was 0%</p> <p>8. 80% or more agree their school site is safe and clean, and that their school provides a positive school climate with caring relationships</p> <p>9. Two sites (WR and RS) have good FIT reporting with PV needing improvements (PV will be closing July 1, 2017)</p> <p>10. Spring 2017 district-wide junior high drop out rate was 0%</p> <p>11. Baseline data to be collected starting spring 2017</p>	<p>4. Decrease chronic absenteeism by 1%</p> <p>5. Maintain SARB referrals to NCSOS as less than 2% of district enrollment</p> <p>6. Maintain suspension rate of less than 3% of district enrollment</p> <p>7. Maintain expulsion rate of less than 1% of district enrollment</p> <p>8. Maintain 80% reporting that schools are safe, clean and promote positive school climate and caring relationships from stakeholder surveys</p> <p>9. Maintain Good overall ratings on FIT</p> <p>10. Maintain Middle School dropout rates of less than 0.5% of district enrollment</p> <p>11. Establish a baseline rate of parent participation and communication including unduplicated students and students with exceptional needs</p>	<p>4. Decrease chronic absenteeism by 1%</p> <p>5. Maintain SARB referrals to NCSOS as less than 2% of district enrollment</p> <p>6. Maintain suspension rate of less than 3% of district enrollment</p> <p>7. Maintain expulsion rate of less than 1% of district enrollment</p> <p>8. Maintain 80% reporting that schools are safe, clean and promote positive school climate and caring relationships from stakeholder surveys</p> <p>9. Maintain Good overall ratings on FIT</p> <p>10. Maintain Middle School dropout rates of less than 0.5% of district enrollment</p> <p>11. Use baseline data to establish goal for rate of parent participation and communication including unduplicated students and students with exceptional needs</p>	<p>4. Decrease chronic absenteeism by 1%</p> <p>5. Maintain SARB referrals to NCSOS as less than 2% of district enrollment</p> <p>6. Maintain suspension rate of less than 3% of district enrollment</p> <p>7. Maintain expulsion rate of less than 1% of district enrollment</p> <p>8. Maintain 80% reporting that schools are safe, clean and promote positive school climate and caring relationships from stakeholder surveys</p> <p>9. Maintain Good overall ratings on FIT</p> <p>10. Maintain Middle School dropout rates of less than 0.5% of district enrollment</p> <p>11. Use goal from 2018-19 to establish goal for rate of parent participation and communication including unduplicated students and students with exceptional needs</p>
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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:

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

OR

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

Students to be Served

- English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

- All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

- New Modified Unchanged

- Implement and expand programs to support PBIS/RTI/MTSS for all students
- Fully implement Mind-Up curriculum district-wide
- Provide professional development for teachers on how to write, implement and monitor behavior support plans
- Incorporate restorative justices practices to reduce suspensions

2018-19

- New Modified Unchanged

- Continue implementation of programs programs to support PBIS/RTI/MTSS for all students
- Continue with full implementation of the Mind-Up curriculum district-wide
- Provide professional development for teachers on how to write, implement and monitor behavior support plans
- Incorporate restorative justices practices to reduce suspensions

2019-20

- New Modified Unchanged

- Continue implementation of programs programs to support PBIS/RTI/MTSS for all students
- Continue with full implementation of the Mind-Up curriculum district-wide
- Provide professional development for teachers on how to write, implement and monitor behavior support plans
- Incorporate restorative justices practices to reduce suspensions

BUDGETED EXPENDITURES

2017-18

Amount	\$138,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits 40% administration salaries
Amount	\$2,000

2018-19

Amount	\$105,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits 40% administration salaries
Amount	\$2,000

2019-20

Amount	\$108,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits 40% administration salaries
Amount	\$2,000

Source	Title II	Source	Title II	Source	Title II
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	\$1,000	Amount	\$1,000	Amount	\$1,000
Source	Lottery	Source	Lottery	Source	Lottery
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies

Action **2**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

- Full time school psychologist/counselor to support positive school climate

2018-19

New Modified Unchanged

- Full time school psychologist/counselor to support positive school climate

2019-20

New Modified Unchanged

- Full time school psychologist/counselor to support positive school climate

- Add full time Director of Student Support Services to support ongoing efforts with Mind-Up, intervention services, etc.

- Maintain full time Director of Student Support Services to support ongoing efforts with Mind-Up, intervention services, etc.

- Maintain full time Director of Student Support Services to support ongoing efforts with Mind-Up, intervention services, etc.

BUDGETED EXPENDITURES

2017-18

Amount	\$18,750
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits 10% of Director, other 90% in Goal 1
Amount	\$68,300
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits

2018-19

Amount	\$19,000
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits 10% of Director, other 90% in Goal 1
Amount	\$69,500
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits

2019-20

Amount	\$19,250
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits 10% of Director, other 90% in Goal 1
Amount	\$70,200
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits

Action 3

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

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

OR

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

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

- Create school-wide attendance incentives to increase average daily attendance
- Provide enrichment programs such as after school tutoring, Family Resource Center, and parent education opportunities that will serve all students and families
- Provide prevention activities that are designed to maintain safe, disciplined, and drug free learning environments including participation in Red Ribbon Week, Great American Smoke-out, staff development, and teacher training in research based practices and programs

2018-19

New Modified Unchanged

- Maintain school-wide attendance incentives to increase average daily attendance
- Provide enrichment programs such as after school tutoring, Family Resource Center, and parent education opportunities that will serve all students and families
- Provide prevention activities that are designed to maintain safe, disciplined, and drug free learning environments including participation in Red Ribbon Week, Great American Smoke-out, staff development, and teacher training in research based practices and programs

2019-20

New Modified Unchanged

- Maintain school-wide attendance incentives to increase average daily attendance
- Provide enrichment programs such as after school tutoring, Family Resource Center, and parent education opportunities that will serve all students and families
- Provide prevention activities that are designed to maintain safe, disciplined, and drug free learning environments including participation in Red Ribbon Week, Great American Smoke-out, staff development, and teacher training in research based practices and programs

BUDGETED EXPENDITURES

2017-18

Amount	\$1,000
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Attendance incentive supplies
Amount	\$8,830
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Title I Tutoring
Amount	\$5,000
Source	Base

2018-19

Amount	\$1,000
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Attendance incentive supplies
Amount	\$8,950
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Title I Tutoring
Amount	\$5,000
Source	Base

2019-20

Amount	\$1,000
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Attendance incentive supplies
Amount	\$9,100
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Title I Tutoring
Amount	\$5,000
Source	Base

Budget Reference 5700-5799: Transfers Of Direct Costs Support of Family Resource Center

Budget Reference 5700-5799: Transfers Of Direct Costs Support of Family Resource Center

Budget Reference 5700-5799: Transfers Of Direct Costs Support of Family Resource Center

Action **4**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

- Ensure school and district facilities are maintained to provide a safe learning environment
- Upgrade facilities, fields, and playground areas as needed
- Provide safety and emergency preparedness training to staff
- Provide transportation services free of charge

2018-19

New Modified Unchanged

- Ensure school and district facilities are maintained to provide a safe learning environment
- Upgrade facilities, fields, and playground areas as needed
- Provide safety and emergency preparedness training to staff
- Provide transportation services free of charge

2019-20

New Modified Unchanged

- Ensure school and district facilities are maintained to provide a safe learning environment
- Upgrade facilities, fields, and playground areas as needed
- Provide safety and emergency preparedness training to staff
- Provide transportation services free of charge

BUDGETED EXPENDITURES

2017-18

Amount \$275,600

2018-19

Amount \$280,000

2019-20

Amount \$285,000

Source	Base	Source	Base	Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits	Budget Reference	2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits	Budget Reference	2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits
Amount	\$95,000	Amount	\$90,000	Amount	\$85,000
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies
Amount	\$162,700	Amount	\$160,000	Amount	\$155,000
Source	Base	Source	Base	Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	\$208,200	Amount	\$210,000	Amount	\$212,000
Source	Base	Source	Base	Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures

Action **5**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

[Location\(s\)](#)

All Schools

Specific Schools:

Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

- Parent and community engagement through weekly collaboration for planning, monthly SSC meetings, supplemental parent resources, education about common core standards and assessment data, access to technology for surveys etc as needed, etc.
- Plan and promote school-wide family activities to highlight student academic and social/emotional success
- Complete yearly parent and student surveys in order to obtain feedback for ongoing improvement

2018-19

New Modified Unchanged

- Parent and community engagement through weekly collaboration for planning, monthly SSC meetings, supplemental parent resources, education about common core standards and assessment data, access to technology for surveys etc as needed, etc.
- Plan and promote school-wide family activities to highlight student academic and social/emotional success
- Complete yearly parent and student surveys in order to obtain feedback for ongoing improvement

2019-20

New Modified Unchanged

- Parent and community engagement through weekly collaboration for planning, monthly SSC meetings, supplemental parent resources, education about common core standards and assessment data, access to technology for surveys etc as needed, etc.
- Plan and promote school-wide family activities to highlight student academic and social/emotional success
- Complete yearly parent and student surveys in order to obtain feedback for ongoing improvement

[BUDGETED EXPENDITURES](#)

2017-18

Amount	\$103,500
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits 30% Administration salaries
Amount	\$1,000
Source	Base
Budget Reference	4000-4999: Books And Supplies

2018-19

Amount	\$80,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits 30% Administration salaries
Amount	\$1,000
Source	Base
Budget Reference	4000-4999: Books And Supplies

2019-20

Amount	\$82,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits 30% Administration salaries
Amount	\$1,000
Source	Base
Budget Reference	4000-4999: Books And Supplies

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds: \$294,743

Percentage to Increase or Improve Services: 7.12%

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

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

The district is not eligible for Concentration grant funds.

Ready Springs School (RSS) has a 64% unduplicated rate and therefore the funds expended at this site are not segregated but utilized school-wide. RSS offers a free breakfast program for all students plus free childcare programs before and after school. The after school program offers homework assistance. The RSS Learning Center offers pull-out and push-in services, small group instruction, Lexia reading program, and tutoring. RSS also operates a Club Live program to engage students in an active, healthy lifestyle. NCSOS operates a Family Resource Center on the RSS campus – bringing many resources to the families and community. RSS offers family movie nights in the gym to encourage family – school ties.

Pleasant Valley School has a 40% unduplicated rate and Williams Ranch School was 36%. Pleasant Valley School will be closing July 1, 2017 with students being housed at both Ready Springs and Williams Ranch in fall 2017. This change will cause unduplicated numbers to change at both Ready Springs and Williams Ranch. Supplemental funds earned at these sites have been focusing on student attendance, access to 21st Century Learning tools and skills, and in providing alternative support programs. Although Supplemental grant funds spent at these sites are for school-wide reasons, the services are principally directed to the unduplicated population. The Intervention Coordinator (IC) teacher focused tutorial support when needed to help struggling students in core academics. The ICs improved both school culture and climate.

The overall unduplicated rate for the PVUESD is 48.6%.

The district will continue to have a full-time psychologist for 2017/18. Increased assessments will lead to identifying needs and services that will improve the quality of education available to students. This position will also provide counseling services to students throughout the district. The district will provide a full time Director of Student Support Services in order to better support unduplicated students across the district. Although our unduplicated count is 49.6%, this position will also support all students. Our technology improvements also support unduplicated students because of their socio-economically disadvantaged status. With our rural setting, many of the low socio-economic students would not otherwise have access to technology and 21st Century Learning. In addition, our weekly collaboration time allows for staff to meet and examine academic data in order to provide targeted services and learning goals to unduplicated students, as well as students above grade level. Having time to review data allows for teachers to better differentiate instruction. The actions and services are marked "LEA-wide" with the majority of the efforts are principally directed towards unduplicated students. Research shows that LEA-wide services can still target students in need throughout the year through data driven instruction and practices better supporting all students. Being a small rural school district requires that many of our services target LEA-wide needs in order to be most effective. Many change academic levels during the school year and need to be monitored so that supports are fluid. There is some transiency that takes place throughout the district causing the unduplicated students to consistently change.

Special Education programs within the district are maintained with the intent of providing superior support options for all students with identified needs. We know this is an area of need due to assessments. With student designations continually changing, SELPA funding continues to be a concern. Services will not be altered even with a decline of funding, but must be monitored in order to ensure compliance.

Each site has a designated principal so that monitoring of attendance and assessments, follow-up of intervention successes and failures, and tracking of student outcomes will be a more focused activity. The assessment of services to be provided to unduplicated students will be a top priority for each principal in 2017/18 as it has been in 2016/17.

Chromebooks were purchased in 2014/15, 15/16 and 16/17. Implementation/integration of the Chromebooks into the curriculum will continue and expand in 2017/18 and with the adoption of new common core curriculum, training for teachers, and bringing 21st Century learning and skills to students.

Additional support will be given to EL students district-wide through the support of support teachers to maintain and continue to increase academic success of EL students.

The increased and improved services listed above for 2017/18 will allow PVUESD to meet the minimum proportionality percentage.

Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

Plan Summary

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

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

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

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

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

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

(e) “Suspension rate” shall be calculated as follows:

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	4,578,920.00	4,188,571.88	4,341,610.00	4,194,950.00	4,062,300.00	12,598,860.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	1,916,575.00	1,701,661.00	3,043,200.00	2,985,500.00	2,847,500.00	8,876,200.00
Base and Supplemental	2,584,895.00	2,255,837.88	0.00	0.00	0.00	0.00
Lottery	0.00	65,212.00	164,500.00	66,000.00	66,000.00	296,500.00
Other	0.00	32,000.00	0.00	0.00	0.00	0.00
Special Education	0.00	52,000.00	528,220.00	536,000.00	545,250.00	1,609,470.00
Supplemental	32,200.00	26,500.00	441,720.00	439,500.00	432,450.00	1,313,670.00
Title I	41,450.00	51,561.00	145,970.00	149,950.00	153,100.00	449,020.00
Title II	3,800.00	3,800.00	18,000.00	18,000.00	18,000.00	54,000.00

* 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	4,578,920.00	4,188,571.88	4,341,610.00	4,194,950.00	4,062,300.00	12,598,860.00
	190,550.00	51,561.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	2,046,190.00	1,949,884.00	2,990,870.00	2,946,950.00	2,864,800.00	8,802,620.00
2000-2999: Classified Personnel Salaries	868,780.00	804,466.00	595,340.00	607,000.00	619,500.00	1,821,840.00
4000-4999: Books And Supplies	104,000.00	232,652.00	341,500.00	228,000.00	168,000.00	737,500.00
5000-5999: Services And Other Operating Expenditures	325,000.00	408,075.00	408,900.00	408,000.00	405,000.00	1,221,900.00
5700-5799: Transfers Of Direct Costs	232,000.00	0.00	5,000.00	5,000.00	5,000.00	15,000.00
5800: Professional/Consulting Services And Operating Expenditures	173,300.00	117,833.88	0.00	0.00	0.00	0.00
5900: Communications	13,000.00	10,600.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	626,100.00	613,500.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	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	4,578,920.00	4,188,571.88	4,341,610.00	4,194,950.00	4,062,300.00	12,598,860.00
	Base and Supplemental	149,100.00	0.00	0.00	0.00	0.00	0.00
	Title I	41,450.00	51,561.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	98,575.00	82,935.00	2,169,000.00	2,121,500.00	2,035,000.00	6,325,500.00
1000-1999: Certificated Personnel Salaries	Base and Supplemental	1,916,415.00	1,808,449.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Other	0.00	32,000.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Special Education	0.00	0.00	335,520.00	341,000.00	347,250.00	1,023,770.00
1000-1999: Certificated Personnel Salaries	Supplemental	31,200.00	26,500.00	390,520.00	387,000.00	383,450.00	1,160,970.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	0.00	95,830.00	97,450.00	99,100.00	292,380.00
2000-2999: Classified Personnel Salaries	Base	834,500.00	773,686.00	312,300.00	318,000.00	324,500.00	954,800.00
2000-2999: Classified Personnel Salaries	Base and Supplemental	34,280.00	30,780.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Special Education	0.00	0.00	192,700.00	195,000.00	198,000.00	585,700.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	0.00	40,200.00	41,500.00	43,000.00	124,700.00
2000-2999: Classified Personnel Salaries	Title I	0.00	0.00	50,140.00	52,500.00	54,000.00	156,640.00
4000-4999: Books And Supplies	Base	50,000.00	167,440.00	166,000.00	151,000.00	96,000.00	413,000.00
4000-4999: Books And Supplies	Base and Supplemental	53,000.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Lottery	0.00	65,212.00	164,500.00	66,000.00	66,000.00	296,500.00
4000-4999: Books And Supplies	Supplemental	1,000.00	0.00	11,000.00	11,000.00	6,000.00	28,000.00
5000-5999: Services And Other Operating Expenditures	Base	320,000.00	405,000.00	390,900.00	390,000.00	387,000.00	1,167,900.00

Total Expenditures by Object Type and Funding Source							
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
5000-5999: Services And Other Operating Expenditures	Base and Supplemental	5,000.00	3,075.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	0.00	18,000.00	18,000.00	18,000.00	54,000.00
5700-5799: Transfers Of Direct Costs	Base	232,000.00	0.00	5,000.00	5,000.00	5,000.00	15,000.00
5800: Professional/Consulting Services And Operating Expenditures	Base	123,500.00	62,000.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Base and Supplemental	46,000.00	33.88	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Special Education	0.00	52,000.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	3,800.00	3,800.00	0.00	0.00	0.00	0.00
5900: Communications	Base	13,000.00	10,600.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo		0.00	0.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	Base	245,000.00	200,000.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	Base and Supplemental	381,100.00	413,500.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Goal

Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	3,252,730.00	3,162,500.00	3,026,750.00	9,441,980.00
Goal 2	1,088,880.00	1,032,450.00	1,035,550.00	3,156,880.00
Goal 3	0.00	0.00	0.00	0.00
Goal 4	0.00	0.00	0.00	0.00

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