

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
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2017-20 Plan Summary

The Story

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

Union Hill School District is located approximately 1 mile southeast of Grass Valley, Nevada County, California on Highway 174 across from Empire Mine State Park. Union Hill began as a one room school just 20 years after California became a state and will be celebrating our 150th anniversary in 2018.

Union Hill School District consists of the Bearcat Discovery Center - serving preschool students (ages 3-4) with both fee-based and subsidized programs, Union Hill Elementary School - a transitional Kindergarten through 6th grade charter school, and Union Hill Middle School - serving 7th and 8th grade students. Our enrollment in 2016-17 was approximately 670 students with 40% of our students living within the district boundaries and 60% of our students living in the surrounding school districts and attending through the charter agreement or an inter-district agreement. Demographics show 37% low-income students, 11% of our student with disabilities, and 7% of our students are Hispanic/Latino with the majority (83%) being white/non Hispanic.

We have a tradition of excellence in academics and family engagement. At any given time 4 generations may be present on campus engaged in learning and supporting learning. Each year approximately 25% of the 8th grade graduates celebrate having been a student in UHSD since preschool.

We focus on our students. Every conference, meeting, exchange, problem/solution is characterized by the quality of genuine caring about what is best for our students. Our success is measured by the success of our students. To support their success the district has invested in student support with a full time Director of Student Services and Special Education, a full time psychologist, full time counselor, and a full time speech and language teacher.

Because of a strong Physical Education program we enjoy celebrating highly successful after school athletics featuring teams in cross country running, track, flag football, volleyball and basketball for boys and girls. Our teachers also work as a team and know that issues often have more than one side. We handle controversy, deliberations, teaching, problem solving and future thinking with real care for the students and each other.

We recognize and celebrate the talents and contributions of our staff. We observe and appreciate the hard work of our teachers, support staff, custodians, office personnel, and administrators.

We are a welcoming, friendly, and open community. We take pride in our entire learning environment from classrooms and student safety to buildings and grounds. We value our parents and community as essential partners in the learning processes necessary for student success.

LCAP Highlights

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

In 2017-18 our focus is on providing support for staff and students. It is still a high priority to support our new staff as they become assimilated and learn Union Hill standards and practices. We are adding a New Employee Orientation Day in August and providing all staff continued training in new curriculum adoptions and behavioral intervention strategies. We will continue to develop a deeper understanding of our continuous improvement cycle through 14 early release days and 2 staff development days.

We have set two goals:

1. Increase the percentage of 7th-8th grade students performing at or above grade level in mathematics and English language arts.
2. Improve the academic performance of students, the school climate, and student attendance by engaging all students and staff in regular activities offered through the Union Hill Bearcat of Character Program, and by support and intervention services offered on a school wide basis.

Since we are a K-8 district high school metrics will not be used to monitor the progress of our goals. We have begun collecting information on chronic absenteeism even though that metric is not in place currently at the state level. We will focus on identifying student needs and attending to those needs through expanded intervention opportunities.

Review of Performance

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

Greatest Progress

The greatest progress was made in suspensions. The overall status is low and we declined 10.5%. Socioeconomically disadvantaged status is medium but declined significantly (13.5%). Students with disabilities is very low, white is low and declined significantly (9%). The district is reviewing the student code of conduct to update where needed and will implement a new behavior plan that includes more support for behaviorally challenged students.

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

Math presents the greatest need. Socioeconomically disadvantaged status is low and declined significantly (46.5%) which led to a significant decline in all students of 15.1%. The district has hired

a full time math teacher with single subject authorization to teach math and will increase the number of math sections to offer more time for students.

In addition our chronic absenteeism was 5.61% higher than expected. This was primarily due to students who eventually went out on home/hospital, an increase in conduct disorder students refused to attend or would leave once they arrived and an increase in families with challenges getting to school. We have over 60% of families not living within the district boundaries and therefore without district provided transportation.

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 “All Student” performance in math is low. No student groups fell two or more performance levels below the “All Student” performance in math.

Our “All Student” performance in ELA is medium. No student groups fell two or more performance levels below the “All Student” performance in ELA. Our “Socioeconomically Disadvantaged” student group status is low which constitutes one level below our “All Student” group.

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

Increased or Improved services

We will increase the effort to support low-income, English learners, foster and homeless youth by developing a new behavior support plan throughout the year and beginning its implementation. The behavior plan will include a full time Board Certified Behavior Analyst and Registered Behavior Technicians. This will free our counselor and psychologist to provide therapy while targeting the behavior modifications needed for our behavior-challenged students.

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

\$ 7,084,759

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

\$ 179,568

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.

Salaries and benefits associated with LCAP goals, instructional, office & custodial, materials and supplies, classroom furniture, administrative conferences, service contract fee administration, insurance premiums, legal fees, utilities, special education expenses, cell expenses associated with cafeteria operations including salaries and meal purchases.

DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$ 1,246,046

Annual Update

LCAP Year Reviewed: 2017–18

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

Goal 1

Increase the percentage of 7th - 8th grade students performing at or above grade level in mathematics and English language arts.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Annual Measureable Outcomes

Expected

Actual

Expected percent of students grade level proficient on local measures.

Math	ELA
7 th – 79%	60%
8 th – 73%	64%

Actual percent of students grade level proficient on local measures.

Math	ELA
7 th – 64%	65%
8 th – 62%	63%

Expected percent of students grade level proficient on SBAC math and ELA assessments.

Math	ELA
7 th – 30%	50%
8 th – 48%	75%

Actual percent of students grade level proficient on SBAC math and ELA assessments.

Math	ELA
7 th – 40.74%	53.70%
8 th – 15.69%	62.27%

*Each English learner will make year-for-year growth on the annual language assessment.

* We had no ELs nor RFEPs in the school and thus have no data.
*At the TK-6 Charter 62.5% of English Learners made year-for-

Expected

Actual

<p>* Reclassify as RFEP 100% of the English learners eligible for reclassification.</p>	<p>year growth on the CELDT</p> <p>* And at the TK-6 Charter we reclassified 100% of English learners eligible for RFEP (12.5% of ELs).</p>
<p>100% appropriately assigned credentialed teachers</p>	<p>100% of teachers were appropriately assigned according to credentials</p>
<p>We will continue to offer a wide variety of courses that are open to all students, including unduplicated students and students with exceptional needs. We will continue to offer two periods out of eight that are designated for various elective subjects including but not limited to STEM, Technology, Odyssey of the Mind, and Drama.</p>	<p>We continued to offer two periods of electives including Robotics, Spanish, Leadership, STEM, Tech, and Speech. We did not offer Odyssey of the Mind as STEM/Robotics took its place.</p>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide teachers time to plan and conduct continuous improvement activities focused on assessment, identification of needs, and intervention/enrichment for student learning.</p>	<p>We scheduled 14 early release days to conduct continuous improvement activities. Part of the time was used to identify new math curriculum and some for learning how to use the new English language arts curriculum purchased last year.</p>	<p>\$5,180 R 0500, O 1xxx, 3xxx</p>	<p>\$3,806 R 0500, O 1xxx, 3xxx</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Add more teacher FTEs to the middle school in order to provide intervention at those grades and provide advanced math for accelerated students.	One extra period was added to the middle school schedule to provide extra time for students with intervention needs and/or acceleration needs.	\$18,281 R 0500, 1xxx, 3xxx	\$10,783 R 0500, 1xxx, 3xxx

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide subscriptions to online supplemental curriculum services for academic support of students.	We subscribed to 6 supplemental curriculum services to support students in grades 7 th – 8 th in 2017-18.	\$2,598 R 0500, O 5800	\$3,079 R 0500, O 5800

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide core and supplemental instructional materials aligned to state standards.	We provided no new core and few supplemental ELA instructional materials to 7 th and 8 th grades as they continued to use the teacher created curriculum.	\$20,000 R 0000, R 1100, O 4100	\$ 619 R 0000, R 1100, O 4100

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide new teachers with a beginning teacher support opportunity through North Coast Teacher Induction.	We provided 1 new teacher with support through the North Coast Teacher Induction program.	\$4,000 R 6234, O 5xxx	\$2,356 R 6234, O 5xxx

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide professional development for instructional staff in California state standards, curriculum, continuous improvement cycle, academic and behavioral interventions, and new teacher orientation.	Professional development was provided to math (Eureka training), science (CSTA conference) and social science (History teachers conference).	\$5,120 R 6234, O 5xxx	\$1,977 R 6234, O 5xxx

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide students with access to the library for books, computers and tutoring support. Fund library technician time for supervision of students.	We provided supervision in the library all year for all K-8 students to access books, computers and tutoring support.	\$5,500 R 0500, O 2xxx, 3xxx	\$9,194 R 0500, O 2xxx, 3xxx

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 district scheduled 14 early release days throughout the year. Each day provided teachers with approximately 1.75 hours each early release day to identify the most important standards for learning, create assessments, select research-based best strategies, analyze data and make decisions about interventions and extensions.
- We committed a section for a math teacher to support students in 7th - 8th. We prioritized the other sections to support lower grades in math.
- We subscribe to several services that supplement the curriculum in grades 7th – 8th. Teachers believe these are successful in providing students with support in English language arts, math, social studies and science.
- At the end of the 2016-17 school year we adopted a new ELA curriculum, HMH Journeys. In 2017-18 we implemented the curriculum across all grade levels. We continued to provide Eureka math materials but found it lacking in foundational skill-building support. During 2017-18 we piloted new materials and decided to purchase HMH Go Math for all grades at the end of the year. In 2018-19 we will fully implement Go Math in grades 7th-8th.
- One new teachers were supported all year with mentors and guided improvement work through the North Coast Teacher Induction program.
- Teachers of math, science and social science were provided training to conferences in their respective subject matter.
- We fully implemented the after school access to the library by providing library technician time after school until 4:00pm every day. This allowed students to access the library for research, online learning and tutoring support.

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

- Although the intended use of the 14 days was as stated above other topics took priority throughout the year. Staff used the time to learn about the new English language arts curriculum and review/select a new math curriculum. 2/3 of the way through the year staff devoted an entire professional development day to reviewing the behavior challenges being experienced and develop a new behavior plan to support the ever increasing number of students who have experienced trauma. The principal reviewed the progress of the early release days and determined that a change must take place for the upcoming year. Staff must develop a structure and focus on learning in a systematic way in order to have the maximum positive impact on student achievement.
- The school did conduct intervention activities to support students but decided it was more important to focus on 4th – 6th grades instead of 7th – 8th grades. The focus was on building foundational skills as the diagnostic tools used identified those skills as lacking. The school learned that a diagnostic tool and research-based effective strategies are critical to closing the gap of learning for underperforming students. We believe this approach will prove effective for students who are in need of foundational skills such as reading and math fluency. While it may prove helpful to students who are significantly behind it does not address

the students who need support on grade level concepts. We will change some strategies for 2018-19 in order to address the needs of students on a daily basis while trying to sustain gains with the foundational skills.

- Overall the subscriptions provided needed support to students in the areas of reading, math, social studies and science. Subscriptions were used the varying amounts by different grade levels and thus had various levels of success.
- HMH Journeys provided teachers with a comprehensive curriculum for ELA. Eureka math was found to be strong in providing advanced (DOK level 3-4) instructional materials but did not provide foundational skill building for students at any grade level. Teachers' analysis of assessment data resulted in the determination to research and purchase a curriculum that would support the much needed foundational skills for students.
- The district provided support to all teachers who needed to complete the teacher induction program in an effort to clear their credential. Mentors were assigned, teachers committed and attended the extra hours expected and teachers developed new skills as a result of their involvement in the program.
- The Eureka training allowed the math teacher to provide quality lessons using the Eureka materials. He also shared new strategies with staff. Science teachers began development of an implementation plan for the Next Generation Science Standards. Social science teachers studied the new History/Social Science Framework to become acquainted with changes at the state level.
- *Although we were successful in this action we would like to implement specific after school activities led by the library technician and coordinated with our tutoring programs and after school (school age) Bearcat care program.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

- There was a difference between budgeted expenditures and estimated actual expenditures for Action #1 of \$1,374. This difference was due to a change in the schedule that resulted in less cost for teacher prep.
- The reduction of \$7,498 expenses for Action #2 were due to not at many sections added as was intended. The extra sections were used to support intervention at the 4th and 5th grade level.
- There was no material differences between the budgeted expenditures and the estimated actual expenditures for Action #3.
- The material differences between the budgeted expenditures and the estimated actual expenditures for Action #4 was \$19,381 less due to a decision to continue using teacher created curriculum.
- There was a difference for Action #5 of \$1,644 between the budgeted expenditures and the estimated actual expenditures due to staff movement.

- There was a difference for Action #6 of \$3,143 between the budgeted expenditures and the estimated actual expenditures due to paying for Nurtured Heart Approach training from a different action, and using in-house trainers to conduct professional development.
- There was a difference for Action #7 of \$3,694 between the budgeted expenditures and the estimated actual expenditures due to underestimated the total cost of the service and retroactive employee raises.

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

- We will delete Goal #1, Action #5 going forward as we do not expect any new teachers at the middle school in 2018-19.
- Teachers have been working in collaborative teams for the past few years. Most of that time has been spent with planning curriculum and selecting various instructional materials. Going forward there is a need to focus the collaborative time on essential standards, benchmark assessments, teaching strategies, data analysis, and enrichment/intervention services (Collaborative Inquiry Cycle). We are adding release time for Collaborative Inquiry Cycle activities and intend on beginning with developing common formative assessments to be used to identify and address student learning gaps. (Goal #1, Action #6)

Goal 2

Improve the academic performance of students, the school climate, and student attendance by engaging all students and staff in regular activities offered through the Union Hill Bearcat of Character Program, and by support and interventions services offered on a school wide basis.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5

Annual Measureable Outcomes

Expected

Actual

Students will continue to have access to a school environment that is safe, clean, respectful, and stimulating as measured by the annual School Site Council/LCAP parent, student, staff survey. Facility Inspection Tool (FIT)
FIT Avg = 100%

FIT Avg = 100%

Maintain zero violations as reported on the Williams Act quarterly audit
Williams Act Quarterly Report, non-compliance items = 0

Williams Act Quarterly Report, non-compliance items = 0

Maintain zero expulsion rates as reported annually on the Civil Rights Data Collection
Expulsions = 0

Expulsions = 0

Decrease suspension rates as reported annually on the Civil Rights Data Collection (2014 – 15 was 55 days/38 incidences) to <1%
Susp. Rate <= 1.0% (2015-16)

Susp. Rate = 5.5% (2016-17), a 1.3% decrease

The percent of chronically absent students as of P2 (students who are absent 10% or more of the school year), will decrease by .5%.
Chronically Absent Student Percentage (cumulative as of April

Chronically Absent Student Percentage (cumulative as of April 2018) = 13.71%

Expected

Actual

2018) = 8.1%

The average daily attendance of students will increase by 0.5% as measured by P2 Average Daily Attendance Report.
 ADA at P2 (Apr 2018) = 95.95%

ADA at P2 (Apr 2018) = 95.95%

Increase the Percent of Students rating School Connectedness and Caring Adult Relationships as high. Measured on the California Healthy Kids Survey (CHKS)
 School Connectedness Rated as High = 72%
 Caring Adult Relationships Rated as High = 61%

School Connectedness Rated as High = 62% (10% lower than expected)
 Caring Adult Relationships Rated as High = 35% (26% lower than expected)

Increase parent participation on the annual UHSD Parent Survey

Of the approximately 490 households and 690 students in Union Hill School District 310 surveys were returned for a rate of 44.9%. The following results are pertinent to this priority:
 * "As a parent, I feel welcome on campus" - 95% indicated Agree/Strongly Agree
 * "As a parent, I feel comfortable approaching my child's teacher with questions or concerns" - 95% indicated Agree/Strongly Agree
 * As a parent, I feel comfortable approaching my school's administration with questions or concerns - 95% indicated Agree/Strongly Agree
 * "I have viewed the district website and found it user friendly" - 80% indicated Agree/Strongly Agree

Of the approximately 425 households and 565 students in Union Hill School District 260 surveys were returned for a completion rate of 61%. The following results are pertinent to this priority:
 * "As a parent, I feel welcome on campus" - 91% indicated Agree/Strongly Agree
 * "As a parent, I feel comfortable approaching my child's teacher with questions or concerns" - 95% indicated Agree/Strongly Agree
 * As a parent, I feel comfortable approaching my school's administration with questions or concerns - 95% indicated Agree/Strongly Agree (*This was not asked on the 2018 survey*)
 * "I have viewed the district website and found it user friendly" - 80% indicated Agree/Strongly Agree (*This was not asked on the 2018 survey*)

Grade 8 Dropout Rate

8th Grade Drop Out Rate = 0%

8th Grade Drop Out Rate = 0%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Establish, communicate and implement a schedule of monthly activities which promote Bearcat of Character behavior traits with students, staff, and parents.	Union Hill established, communicated and implemented a schedule of monthly activities which promoted Bearcat of Character behavior traits with students, staff and parents.	\$925 R 0500, O 4xxx, 5xxx	\$2,299 R 0500, O 4xxx, 5xxx

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All students, staff, and parents will have access to behavior support and intervention services offered by the school Counselor, School Psychologist.	The school fully implemented this action maintaining a full time counselor and full time psychologist.	\$12,788 R 0500, O 1xxx, 3xxx	\$17,631 R 0500, O 1xxx, 3xxx

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Improve school facilities that are in need of repair and upgrading.	The district fully implemented this action by replacing three roofs and two HVAC units, installing security cameras, removing a dangerous tree and repairing playground equipment among other project	\$33,051 R 8150, 2xxx, 3xxx, 4xxx, 5xxx	\$44,320 R 8150, 2xxx, 3xxx, 4xxx, 5xxx,6xxx

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

completions.

Action 4

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Design supports and interventions that build non-cognitive skills for low performing students. Monitor student progress toward attaining those skills.

Partial salary for Student Services personnel.

\$4,030
R 0500, 1xxx, 3xxx, 4xxx

\$4,692
R 0500, 1xxx, 3xxx,

Action 5

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Increase access to enrichment opportunities to meet the varied interests of students. Promote a broad curriculum.

STEAM, Robotics, Technology, Spanish, and Drama were offered to students.

\$57,573
R 0000, O 1xxx, 3xxx

\$58,389
R 0000, 0500
O 1xxx, 3xxx

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.

- Union Hill staff created a calendar of activities and published them to students, parents, and staff. These activities included monthly activities that supported the Bearcat of Character traits.
- The district fully implemented this action with fidelity.
- In 2017-18 the district replaced roofs on three buildings, replaced two HVAC units, repaired outside water fountains and installed to bottle filling stations.
- Intensive SSP support was provided for classes. As behavioral and academic needs developed, SSP time was allocated to classes/students with the greatest needs thereby decreasing student/staff ratios at key times during the day.
- Besides the elective wheel (STEAM, Spanish, Drama, Robotics, Technology) students were inspired to participate in the STEAM fair, engaged in monthly career development activities, the ESCAPE program, after school clubs, leadership and kindness crew.
- The school provided access to various electives for 6th grade students.

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

- This action was implemented fully and regularly spread positive feelings among students on campus. Students regularly focused on positive character traits keeping those in the forefront of student and teacher interactions. Suspensions this year were spread across more individual students. The number of students with multiple suspensions dropped 13.2%.
- The counselor and psychologist provided critical support to ELs, Foster Youth and Low Performing students throughout the year.
- The repairs to facilities and addition of security cameras added to the overall safety and comfort of the learning environment.
- Although SSP support decreased class disruptions and referrals to the office, behavior plans were not developed and implemented. As a result long term changes in behavior and gradual release of SSP support was unable to happen in many cases.
- Students were exposed to a variety of content and experiences. This was successful but may have taken valuable academic time.
- Students were inspired to participate in the STEAM Fair at the county level, engaged in a Career Fair to understand career opportunities, participated in a sleep-away science camp.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

- The material difference of \$1,374 for Bearcat of Character activities was due to increased costs of outside services.

- The material differences between the budgeted expenditures and the estimated actual expenditures for a school counselor and psychologist were primarily due to salary increases to the positions.
- The material differences between the budgeted expenditures and estimated actual expenditures facilities repair and upgrades was due to an increase in deferred maintenance, an increase in salaries, and many small projects.
- The material difference of \$662 between the budgeted expenditures and the estimated actual expenditures for student services support was primarily due to employee raises.
- There were no material differences between the budgeted expenditures and the estimated actual expenditures in promoting a broad curriculum.

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.

- There were no changes during the year but the school will be receiving support from a full time Board Certified Behavior Analyst (BCBA) from Nevada County Superintendent of Schools and will be investing in Registered Behavior Technicians to provide behavior modification support in addition to the therapy support through the counselor and psychologist. The Director of Special Education and Student Services will provide oversight to the behavior program. We will designate a “reset” therapy space for students to visit to regain emotional control in a safe place. SSPs will be utilized in the implementation of additional MTSS Tier II behavioral and academic supports. In addition, we will articulate a process for support to teachers that includes clear expectations for Teachers, Counselor, Psychologist, Registered Behavior Technicians and BCBA. (Goal #2, Action #5)
- We are removing the BTSA support as there will not be any teachers in need of that support in the middle school.
- While library access will still be available to middle school we are covering the entire cost from the elementary school LCAP since this is primarily used by elementary students and only rarely used by middle school student after school.
- We will be adding a new action that supports the development and implementation of parent education classes to provide support for parents of low performing students. (Goal #2, Action #7)
- We will be adding a new action that supports the implementation of professional development to support a culture of Growth Mindset. (Goal #2, Action #8)

Stakeholder Engagement

LCAP Year: 2018–19

Involvement Process for LCAP and Annual Update

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

District and School Administrators meet with stakeholders on an ongoing basis. In the fall data analysis is shared with stakeholders at board meetings, staff meetings, and Site Council meetings. Mid year updates are provided as well through presentations at board meetings, staff meetings and Site Council meetings. Input is gathered at meetings throughout the year and the input is reported at regularly scheduled board meetings throughout the year. UHTA surveyed their constituents in February and the superintendent met with the UHTA bargaining team in consult for additional input. This spring, as happens each spring, parents and students are surveyed regarding topics impacting the LCAP goals and actions. That input is analyzed and shared with the school board.

- August 14, 2017 – Data analysis of student learning with teachers and administrators.
- September 25, 2017 – Parent advisory group mtg. – LCAP update on progress toward goals
- October 5, 2017 – LCAP Committee mtg. – Progress toward goals
- October 17, 2017 – Board Mtg. - Letter of LCAP 2017-18 approval from Nevada County Superintendent of Schools
- October 30, 2017 – Parent advisory group mtg. – LCAP update on progress toward goals
- November 27, 2017 – Parent advisory group mtg. – LCAP input on 2018-19 goals
- January 9, 2018 – Cabinet Mtg. re: LCAP input and feedback structure – Board, Site Council, Staff, SSPs
- January 16, 2018 – LCAP Committee mtg. – Input on needs for 2018
- January 16, 2018 – Cabinet Mtg. re: LCAP communication and feedback – include PTC, UHTA Consult
- January 29, 2018 – Parent advisory group mtg. – reviewing LCAP goals and suggesting new goals
- January 30, 2018 – Cabinet Mtg. re: LCAP- update on progress
- February 13, 2018 – Consult with UHTA bargaining unit reps re: LCAP input survey results on 2018 goals
- March 6, 2018 – Board Mtg. re: LCAP metrics
- March 13, 2018 – Board Mtg. re: LCAP goal update
- March 14, 2018 – Consult with UHTA bargaining unit re: LCAP presentation and input
- April 30, 2018 – Parent advisory mtg. - Review of LCAP 2018-19 changes based on input from parent advisory. No comments requiring written response of Superintendent

- May 22, 2018 – Review of LCAP with Nevada County Superintendent of Schools, Educational Services
- May 25, 2018 – Public Review of Draft LCAP
- June 12, 2018 – Public Hearing for 2018-19 LCAP
- June 19, 2017 – Board approval of 2018-19 LCAP

Impact on LCAP and Annual Update

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

Parent Advisory Input on LCAP Actions and Services

Math is a concern. Students are not performing as expected on state tests and students who could accelerate are not reaching their potential. Parents and staff believe we should include one class at 6th, 7th and 8th that is accelerated while the other math classes are heterogeneous. The middle school will adjust the schedule to accommodate a greater amount of time per period and an extra period for math so interventions and acceleration can be supported. *(This is included in Goal #1, Action #1)*

Parents requested the school continue to provide an open library and access to computers after school. We will provide access to the library and computers on a regular schedule in the 2018-19 school year. *(This is included in Goal #1, Action #1)*

Parent and Teacher Input from Board Meetings

A viable system for meeting the needs of behaviorally challenged students is needed. Staff are using a variety of strategies they learned from training but the strategies are not effective with the neediest students. There are extreme behaviors that will require a special plan. The district is creating a plan that includes a Board Certified Behavior Analyst with several Registered Behavior Technicians. *(This is included in Goal #1, Action #1)*

Parent Survey Input

The results of the answers and comments posted by parents include a strong support for accelerated courses (math) and a stronger stance on discipline. *(This is included in Goal #1, Action #1)*

There was some support for parent education classes focused on parenting skills and how to provide academic support. When asked to prioritize needs the parents listed *consistent enforcement of behavior, rigorous academics, and a focus on STEAM*. We

have included a new behavior plan in the LCAP and are supported more differentiated math courses. *(This is included in Goal #1, Action #1)*

Student Survey Input

On the student survey administered in the winter students felt that sports teams, electives and off-campus field trips are very important. We will continue to provide these opportunities. We also administered an athletic survey in May. The results from that survey show a continued high interest in athletics both during the day (recess and intramurals) and after school.

Students answered with a high degree of agreement that teachers care about them, have clear rules for behavior, assign meaningful work and believe in the students.

UHTA LCAP Consult and Survey Results

Feeling that the goals and activities are useful to continue. – *Continuing all goals and most actions.*

It would be helpful if we could provide additional Chromebooks to assist with the implementation of Next Generation Science Standards.

Collaboration time is an ongoing need with some members advocating for increased collaboration time and hold the time sacred for collaborative inquiry into student learning. – *Continuing to provide collaboration time and adding 4 more early release days to the calendar. (This is included in Goal #1, Action #1).*

Need more time per period. 40 minutes is not enough to teach a math lesson.

Consider interns in counseling – *The new behavior plan includes a Board Certified Behavior Analyst and several Registered Behavior Technicians. This should provide the current counselor more time to spend with students in need of therapy. No funding for counseling interns are being offered. The district will consider unpaid positions.*

Consider an intervention room for behavior and academics – *The district will consider this approach and how it fits with our support and intervention system.*

Administration

Professional development for all staff focused on leadership, new math curriculum and behavioral/academic intervention systems – *(This is included in Goal #1, Action #6)*

Support to new staff (mentoring, professional development, BTSA) – *(This is included in Goal #1, Action #5 and #6)*

Additional section in the master schedule for advanced math – *(This is included in Goal #2, Action #5)*



Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

Increase the percentage of TK – 6th grade students performing at or above grade level in mathematics and English language arts.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Identified Need:

The California School Dashboard shows low socio-economic student math results in low status and declined (orange designation) and ELA results in low status and declined (orange designation). Local measures show less than 80% of students scoring at grade level proficiency.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline		2017-18		2018-19		2019-20	
Percentage of students grade level proficient on local measures	<u>Math</u>	<u>ELA</u>	<u>Math</u>	<u>ELA</u>	<u>Math</u>	<u>ELA</u>	<u>Math</u>	<u>ELA</u>
	7 th – 72%	52%	7 th – 79%	60%	7 th – 85%	70%	7 th – 85%	80%
	8 th – 66%	56%	8 th – 73%	64%	8 th – 80%	72%	8 th – 85%	80%
Percentage of students grade level proficient on SBAC math & ELA	<u>Math</u>	<u>ELA</u>	<u>Math</u>	<u>ELA</u>	<u>Math</u>	<u>ELA</u>	<u>Math</u>	<u>ELA</u>
	7 th – 23%	42%	7 th – 30%	50%	7 th – 40%	60%	7 th – 50%	70%
	8 th – 41%	67%	8 th – 48%	75%	8 th – 55%	80%	8 th – 65%	80%

assessment				
English Learner advancement on annual language assessment	<p>* 43% of English Learners made year-for-year growth on the CELDT while 57% of the ELs remained at the same level but increased their score.</p> <p>*We reclassified 100% of English learners eligible for RFEP (14% of ELs)</p>	<p>* We had no ELs nor RFEPs in the school and thus have no data.</p> <p>*At the TK-6 Charter 62.5% of English Learners made year-for-year growth on the CELDT Each English learner will make year-for-year growth on the annual language assessment.</p> <p>* And at the TK-6 Charter we reclassified 100% of English learners eligible for RFEP (12.5% of ELs).</p>	<p>*Each English learner will make year-for-year growth on the annual language assessment.</p> <p>* Reclassify as RFEP 100% of the English learners eligible for reclassification.</p>	<p>*Each English learner will make year-for-year growth on the annual language assessment.</p> <p>* Reclassify as RFEP 100% of the English learners eligible for reclassification.</p>
Annual audit of appropriately assigned credentialed teachers	100%	100%	100%	100%
Implementation of California State Standards including ELD standards	Status of "MET" as determined by the annual LCAP Self-Reflection Tool.	Status of "MET" as determined by the annual LCAP Self-Reflection Tool.	Status of "MET" as determined by the annual LCAP Self-Reflection Tool.	Status of "MET" as determined by the annual LCAP Self-Reflection Tool.
All students have access to broad course of study, including parents of unduplicated students and students with exceptional needs	We offered a wide variety of courses that are open to all students. We had two periods out of eight that were designated for various elective subjects including but not limited to Spanish, Robotics, STEM, Speech, and Technology	We will continue to offer a wide variety of courses that are open to all students, including unduplicated students and students with exceptional needs. We had two periods out of eight that were designated for various elective subjects including but not limited to Spanish, Robotics, STEM, Speech, and Technology	We will continue to offer a wide variety of courses that are open to all students, including unduplicated students and students with exceptional needs. We had two periods out of eight that were designated for various elective subjects including but not limited to Spanish, Robotics, STEM, Speech, and Technology	We will continue to offer a wide variety of courses that are open to all students, including unduplicated students and students with exceptional needs. We had two periods out of eight that were designated for various elective subjects including but not limited to Spanish, Robotics, STEM, Speech, and Technology

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

Unchanged

2017-18 Actions/Services

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

Unchanged

2018-19 Actions/Services

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

Unchanged

2019-20 Actions/Services

2017-18 Actions/Services

Provide teachers time to plan and conduct continuous improvement activities focused on assessment, identification of needs, and intervention/enrichment for student learning.

2018-19 Actions/Services

Provide teachers time to plan and conduct continuous improvement activities focused on assessment, identification of needs, and intervention/enrichment for student learning.

2019-20 Actions/Services

Provide teachers time to plan and conduct continuous improvement activities focused on assessment, identification of needs, and intervention/enrichment for student learning.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,180	\$5,100	\$5,253
Source	Supplemental	Supplemental	Supplemental
Budget Reference	R 0500, O 1xxx, 3xxx	R 0500, O 1xxx, 3xxx	R 0500, O 1xxx, 3xxx

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

Modified

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

Unchanged

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

Unchanged

2017-18 Actions/Services

We are adding more FTE to the middle school in order to provide intervention at those grades and provide advanced math for accelerated students.

2018-19 Actions/Services

We are adding more FTE to the middle school in order to provide intervention at those grades and provide advanced math for accelerated students.

2019-20 Actions/Services

We are adding more FTE to the middle school in order to provide intervention at those grades and provide advanced math for accelerated students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$18,281	\$33,433	\$34,436
Source	Supplemental	Supplemental	Supplemental
Budget Reference	R 0500, O 1xxx, 3xxx	R 0500, O 1xxx, 3xxx	R 0500, O 1xxx, 3xxx

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

Modified

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Provide subscriptions to online supplemental curriculum services for academic support of students.

2018-19 Actions/Services

Provide subscriptions to online supplemental curriculum services for academic support of students.

2019-20 Actions/Services

Provide subscriptions to online supplemental curriculum services for academic support of students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,598	\$4,985	\$4,985
Source	Supplemental	Supplemental	Supplemental
Budget Reference	R 0500, O 5800	R 0500, O 5800	R 0500, O 5800

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Provide core and supplemental instructional materials aligned to state standards. (ELA)

2018-19 Actions/Services

Provide core and supplemental instructional materials aligned to state standards. (New Math)

2019-20 Actions/Services

Provide core and supplemental instructional materials aligned to state standards. (Science)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$20,210	\$21,000
Source	Lottery	Lottery and Base	Lottery and Base
Budget Reference	R 0000, R 1100, O4100	R 0000, R 1100, R 6300, O4100	R 0000, R 1100, R 6300, O4100

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

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

Location(s):

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

Provide professional development to instructional staff for California state standards, curriculum, academic and behavioral interventions.

2018-19 Actions/Services

Provide professional development to instructional staff for California state standards, curriculum, academic and behavioral interventions. We will reduce the amount and commit funds to Action # 8 – Release time for Collaborative Inquiry Cycle activities.

2019-20 Actions/Services

Provide professional development to instructional staff for California state standards, curriculum, academic and behavioral interventions. We will reduce the amount and commit funds to Action # 8 – Release time for Collaborative Inquiry Cycle activities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$26,880	\$1,156	\$2,000
Source	Educator Effectiveness	Base & Supplemental	Base & Supplemental
Budget Reference	R 6234, O 5xxx	R 0000, O 1xxx, 3xxx, 5xxx	R 0000, O 1xxx, 3xxx, 5xxx

Action 6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

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

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

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Release time for Collaborative Inquiry Cycle activities.

Release time for Collaborative Inquiry Cycle activities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	[Add amount here]	\$3,790	\$3,904
Source	[Add source here]	Supplemental	Supplemental
Budget Reference	[Add budget reference here]	R 0500, O 1xxx, 3xxx	R 0500, O 1xxx, 3xxx

Unchanged Goal

Goal 2

Improve the academic performance of students, the school climate, and student attendance by engaging all students and staff in regular activities offered through the Union Hill Bearcat of Character Program, and by support and interventions services offered on a school wide basis.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, 6

Identified Need:

In order to facilitate optimal student learning, all students need a school environment that is safe, clean, respectful, and stimulating. With 51% of “caring adult relationships” rating high and 69% of “school connectedness” rating high based on California Healthy Kids Survey, we need to increase the school connectedness and caring adult relationships.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Students will continue to have access to a school environment that is safe, clean, respectful, and stimulating as measured by the annual School Site Council/LCAP parent, student, staff survey. (FIT)	Facility Inspection Tool (FIT) Avg Score (8 categ) = 97%	FIT Avg = 100%	FIT Avg = 100%	FIT Avg = 100%

Maintain zero violations as reported on the Williams Act quarterly audit	Williams Act Quarterly Report non-compliance items = 0	Williams Act Quarterly Report non-compliance items = 0	Williams Act Quarterly Report non-compliance items = 0	Williams Act Quarterly Report non-compliance items = 0
Maintain zero expulsion rates as reported annually on the Civil Rights Data Collection	Expulsions = 0	Expulsions = 0	Expulsions = 0	Expulsions = 0
Decrease suspension rates as reported annually on the Civil Rights Data Collection (2014 – 15 was 55 days/38 incidences) to <1%	Susp Rate = 2.9 (2014-15)	Susp Rate <= 2.5% (2015-16)	Susp Rate <= 2.0% (2016-17)	Susp Rate <= 1.0% (2017-18)
The percent of chronically absent students as of P2 (students who are absent 10% or more of the school year), will decrease by .5%.	Chronically Absent Student Percentage (cumulative as of June 2016) = 8.4%	Chronically Absent Student Percentage = 7.9%	Chronically Absent Student Percentage = 7.4%	Chronically Absent Student Percentage = 6.9%
The average daily attendance of students will increase by 0.5% as measured by P2 Average Daily Attendance Report.	ADA at P2 (Apr 2017) = 96.06%	97.00%	98.00%	98.00%
Engage parents in	Of the approximately 475 households and 660 students in	Of the approximately 490 households and 690 students in	Of the approximately 505 households and 710 students in	Of the approximately 520 households and 730 students in

decision-making input, promote parent participation, including parents of unduplicated students.
(Parent Survey)

Union Hill School District 273 surveys were returned for a rate of 41.4%. This is an increase from 2015-16 when 215 (34.1%) surveys were returned. The following results are pertinent to this priority:
 * "As a parent, I feel welcome on campus" - 93% indicated Agree/Strongly Agree
 * "As a parent, I feel comfortable approaching my child's teacher with questions or concerns" - 95% indicated Agree/Strongly Agree
 * As a parent, I feel comfortable approaching my school's administration with questions or concerns - 89% indicated Agree/Strongly Agree
 * "I have viewed the district website and found it user friendly" - 69% indicated Agree/Strongly Agree

Union Hill School District 310 surveys were returned for a rate of 44.9%. The following results are pertinent to this priority:
 * "As a parent, I feel welcome on campus" - 95% indicated Agree/Strongly Agree
 * "As a parent, I feel comfortable approaching my child's teacher with questions or concerns" - 95% indicated Agree/Strongly Agree
 * As a parent, I feel comfortable approaching my school's administration with questions or concerns - 95% indicated Agree/Strongly Agree
 * "I have viewed the district website and found it user friendly" - 80% indicated Agree/Strongly Agree

Union Hill School District 350 surveys were returned for a rate of 49.2%. The following results are pertinent to this priority:
 * "As a parent, I feel welcome on campus" - 95% indicated Agree/Strongly Agree
 * "As a parent, I feel comfortable approaching my child's teacher with questions or concerns" - 95% indicated Agree/Strongly Agree
 * As a parent, I feel comfortable approaching my school's administration with questions or concerns - 95% indicated Agree/Strongly Agree
 * "I have viewed the district website and found it user friendly" - 80% indicated Agree/Strongly Agree

Union Hill School District 375 surveys were returned for a rate of 51.4%. The following results are pertinent to this priority:
 * "As a parent, I feel welcome on campus" - 95% indicated Agree/Strongly Agree
 * "As a parent, I feel comfortable approaching my child's teacher with questions or concerns" - 95% indicated Agree/Strongly Agree
 * As a parent, I feel comfortable approaching my school's administration with questions or concerns - 95% indicated Agree/Strongly Agree
 * "I have viewed the district website and found it user friendly" - 80% indicated Agree/Strongly Agree

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Establish, communicate and implement a schedule of monthly activities which promote Bearcat of Character behavior traits with students, staff, and parents.

2018-19 Actions/Services

Establish, communicate and implement a schedule of monthly activities which promote Bearcat of Character behavior traits with students, staff, and parents.

2019-20 Actions/Services

Establish, communicate and implement a schedule of monthly activities which promote Bearcat of Character behavior traits with students, staff, and parents.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$ 925	\$3,023	\$3,114
Source	Supplemental	Supplemental	Supplemental
Budget Reference	R 0500, O 4xxx, 5xxx	R 0500, O 4xxx, 5xxx	R 0500, O 4xxx, 5xxx

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

All students, staff, and parents will have access to behavior support and intervention services offered by the school Counselor and School Psychologist.

2018-19 Actions/Services

All students, staff, and parents will have access to behavior support and intervention services offered by the school Counselor and School Psychologist.

2019-20 Actions/Services

All students, staff, and parents will have access to behavior support and intervention services offered by the school Counselor and School Psychologist.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,788	\$18,883	\$19,449
Source	Supplemental	Base	Base
Budget Reference	R 0500, O 1xxx, 3xxx	R 0000, O 1xxx, 3xxx	R 0000, O 1xxx, 3xxx

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Improve school facilities that are in need of repair and upgrading.

2018-19 Actions/Services

Improve school facilities that are in need of repair and upgrading.

2019-20 Actions/Services

Improve school facilities that are in need of repair and upgrading.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$33,051	\$44,942	\$44,942
Source	Base	Base	Base
Budget Reference	R 8150, 2xxx, 3xxx, 4xxx, 5xxx	R 8150, 2xxx, 3xxx, 4xxx, 5xxx, 6xxx	R 8150, 2xxx, 3xxx, 4xxx, 5xxx, 6xxx

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

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

Location(s):

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

Design supports and interventions that build non-cognitive skills for low performing students. Monitor student progress toward attaining those skills.

2018-19 Actions/Services

Design supports and interventions that build non-cognitive skills for low performing students. Monitor student progress toward attaining those skills.

2019-20 Actions/Services

Design supports and interventions that build non-cognitive skills for low performing students. Monitor student progress toward attaining those skills.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,030	\$4,764	\$4,907
Source	Supplemental	Base + Supplemental	Base + Supplemental
Budget Reference	R 0500, O 1xxx, 3xxx, 4xxx	R 0000, R 0500, O 1xxx, 3xxx, 4xxx	R 0000, R 0500, O 1xxx, 3xxx, 4xxx

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

Modified

2017-18 Actions/Services

Increase student learning by providing Student Support Paraprofessional (SSP) services to classes with at-risk, and/or behaviorally challenged students.

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

Modified

2018-19 Actions/Services

Provide Registered Behavior Technicians to support development of non-cognitive skills for low performing students. Monitor student progress toward those skills.

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

Unchanged

2019-20 Actions/Services

Provide Registered Behavior Technicians to support development of non-cognitive skills for low performing students. Monitor student progress toward those skills.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$29,804	\$13,357	\$13,758
Source	Supplemental	Supplemental	Supplemental
Budget Reference	R 0500, O 2xxx, 3xxx	R 0500, O 2xxx, 3xxx	R 0500, O 2xxx, 3xxx

Action 6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Increase access to enrichment opportunities to meet the varied interests of students. Promote a broad curriculum.

2018-19 Actions/Services

Increase access to enrichment opportunities to meet the varied interests of students. Promote a broad curriculum.

2019-20 Actions/Services

Increase access to enrichment opportunities to meet the varied interests of students. Promote a broad curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$57,573	\$27,175	\$27,990
Source	Base	Base	Base
Budget Reference	R 0000, O 1xxx, 3xxx	R 0000, O 1xxx, 3xxx	R 0000, O 1xxx, 3xxx

Action 7

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

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

Location(s):

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

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

New

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

Unchanged

2017-18 Actions/Services**2018-19 Actions/Services**

Development and implement parent education classes to provide support for parents of low performing students.

2019-20 Actions/Services

Development and implement parent education classes to provide support for parents of low performing students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	[Add amount here]	\$ 170	\$ 170
Source	[Add source here]	Supplemental	Supplemental
Budget Reference	[Add budget reference here]	R 0500, O 1xxx, 3xxx, 4xxx	R 0500, O 1xxx, 3xxx, 4xxx

Action 8

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Implement professional development to support a culture of Growth Mindset.

Implement professional development to support a culture of Growth Mindset.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Year	2017-18	2018-19	2019-20
Amount	[Add amount here]	\$ 875	\$ 800
Source	[Add source here]	Base	Base
Budget Reference	[Add budget reference here]	R 0000, O 1xxx, 3xxx, 5xxx	R 0000, O 1xxx, 3xxx, 5xxx

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018–19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 68,053

6.05 %

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 Union Hill Middle School LCAP applies LCFF base funded services primarily to schoolwide services. Schoolwide services include acquisition of technology resources, funds to support Math and ELA adoptions, and facilities projects. LCFF Supplemental funds are principally targeted toward the following subgroups: Low Income pupils, English Learners, Reclassified Fluent English Proficient learners, Foster Youth, and Special Education, however, Supplemental funded services are available to all students. Using the funds in this way will allow us to identify as yet unidentified struggling students and intervene in their learning while also targeting the students already identified as needing more support and is the most effective use of the funds. The following Actions/Services will be provided through Supplemental Funding:

- Provide safe learning environment for students.
- Provide new instructional materials aligned with CaCCSS.
- Provide teachers with bi-monthly grade level collaboration time.
- Provide after school support for underachieving students.
- Implement additional intervention and enrichment programs.
- Implementation of monthly Bearcat of Character school program.
- Full time school counselor and school psychologist to provide additional behavior support and intervention services.

LCAP Year: **2017–18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 43,802

4.02 %

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 Union Hill Middle School LCAP applies LCFF base funded services primarily to schoolwide services. Schoolwide services include acquisition of technology resources, funds to support Math and ELA adoptions, and facilities projects. LCFF Supplemental funds are principally targeted toward the following subgroups: Low Income pupils, English Learners, Reclassified Fluent English Proficient learners, Foster Youth, and Special Education, however, Supplemental funded services are available to all students. Using the funds in this way will allow us to identify as yet unidentified struggling students and intervene in their learning while also targeting the students already identified as needing more support. The following Actions/Services will be provided through Supplemental Funding:

- Provide safe learning environment for students.
- Provide new instructional materials aligned with CaCCSS.
- Provide teachers with bi-monthly grade level collaboration time.
- Provide after school support for underachieving students.
- Implement additional intervention and enrichment programs.
- Implementation of monthly Bearcat of Character school program.
- Full time school counselor and school psychologist to provide additional behavior support and intervention services.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

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

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

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

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

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

Budget Summary

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

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

the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

E. High school graduation rates;

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

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

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

(f) “Expulsion rate” shall be calculated as follows:

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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