

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Camptonville Union Elementary School District

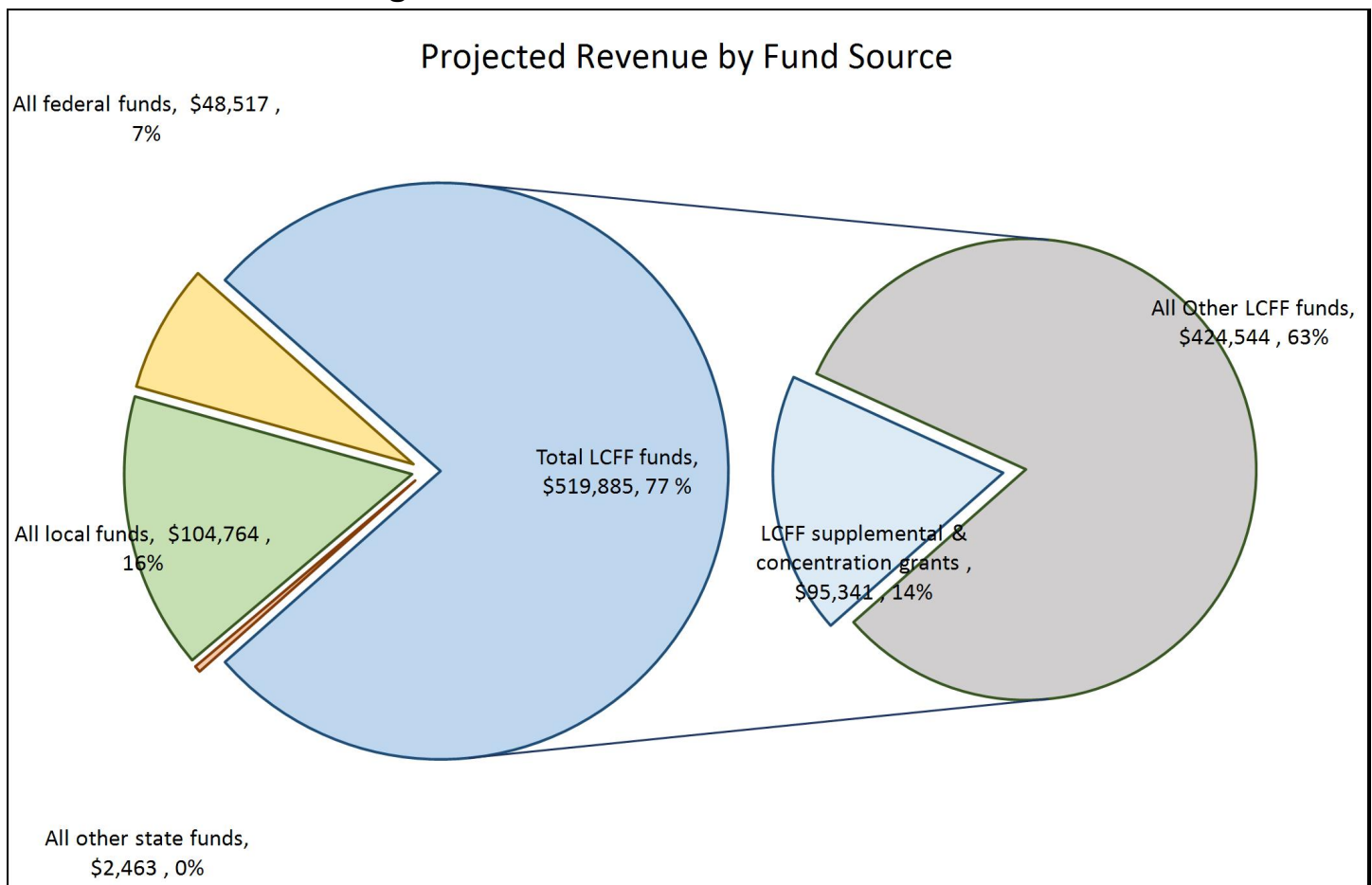
CDS Code: 58-72728-6056600

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

LEA contact information: Sandra Ross, Superintendent

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

Budget Overview for the 2019-20 LCAP Year

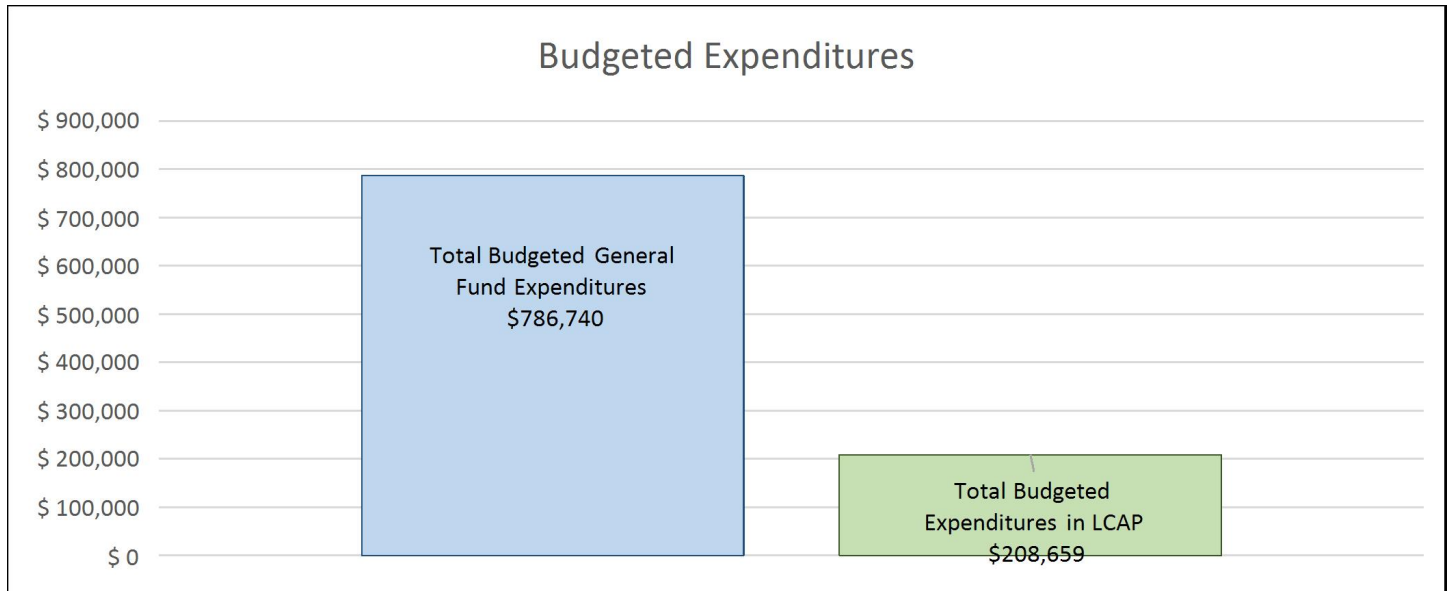


This chart shows the total general purpose revenue Camptonville Union Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Camptonville Union Elementary School District is \$675,629, of which \$519,885.00 is Local Control Funding Formula (LCFF), \$2463.00 is other state funds, \$104,764.00 is local funds, and \$48,517.00 is federal funds. Of the \$519,885.00 in LCFF Funds, \$95,341.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

Camptonville Union Elementary School District plans to spend \$786,740.00 for the 2019-20 school year. Of that amount, \$208,659.00 is tied to actions/services in the LCAP and \$578,081 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

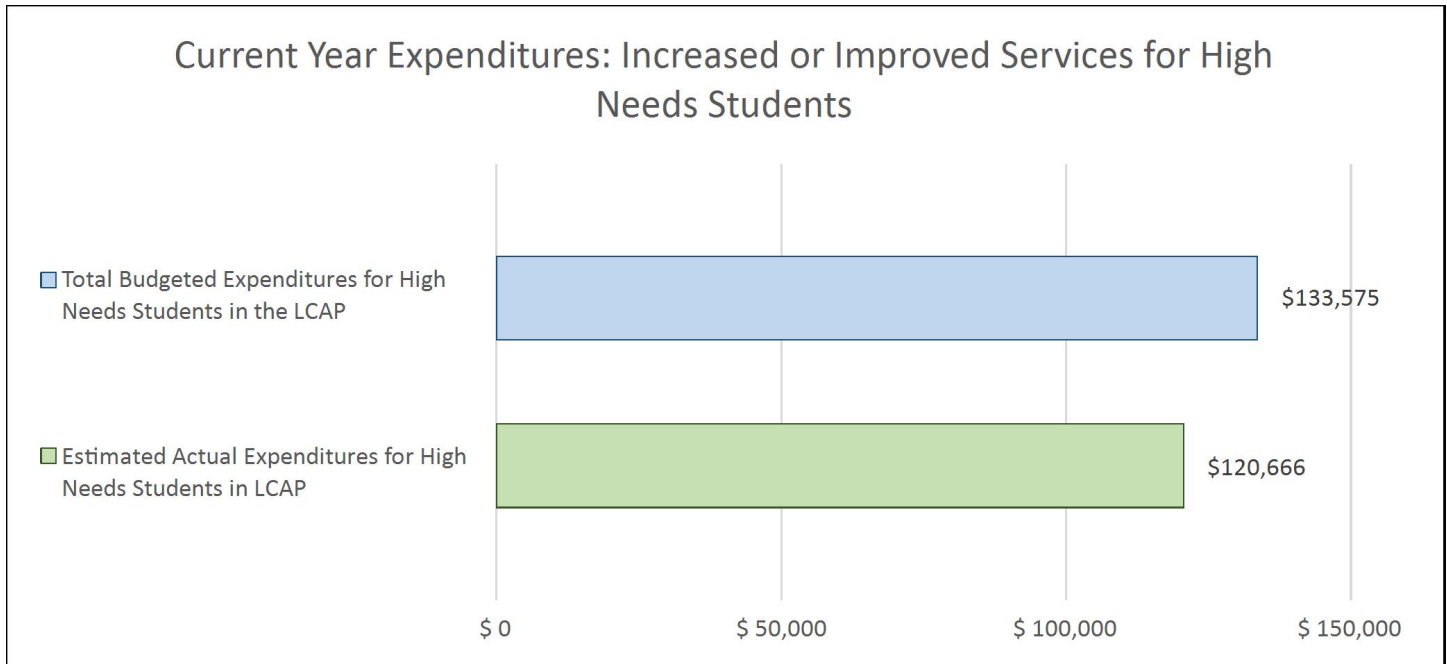
Administrative costs, services and other operating expenses, facilities and operations, and certificated general education classroom teacher salaries are not included in the LCAP.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Camptonville Union Elementary School District is projecting it will receive \$95,341.00 based on the enrollment of foster youth, English learner, and low-income students. Camptonville Union Elementary School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Camptonville Union Elementary School District plans to spend \$136,215 on actions to meet this requirement.

LCFF Budget Overview for Parents

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



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

In 2018-19, Camptonville Union Elementary School District's LCAP budgeted \$133,575 for planned actions to increase or improve services for high needs students. Camptonville Union Elementary School District estimates that it will actually spend \$120,666 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of \$-12,909 had the following impact on Camptonville Union Elementary School District's ability to increase or improve services for high needs students:

The difference between the total budgeted and estimated actual expenditures was due to a certificated resignation of the 20% Special Education Teacher in February 2019. The services were not impacted because prior to the resignation, the school experienced a decline in the Special Education Case Load. The remaining part-time Special Education Teacher and paraeducator picked up the caseload and there were no changes to student services.

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name

Camptonville Union Elementary
School District

Contact Name and Title

Sandra Ross
Superintendent

Email and Phone

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2017-20 Plan Summary

The Story

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

Camptonville Union Elementary School District comprises Camptonville Elementary School, a local K-8 school with an average enrollment of 50 students. The district authorizes CORE, a legally independent personalized-learning state-approved charter school that currently serves 455, K-12 students from contiguous counties. The local district boundaries for CUESD stretch from Bullards Bar Reservoir in the west, to the Sierra County line north and east, and extend to the Middle Fork of the Yuba River to the south. Currently, there are no Limited English Proficiency/English language learner students enrolled. 75.47% of families are low income. Those students are eligible for and included in our free and reduced-price nutrition program. Camptonville School is a feeder school for Nevada Union High School, although some graduating eighth graders enroll in alternative education programs (independent study/charter). Downieville School (Sierra County) is also an option for students in grades 9-12.

As our district is located within the boundaries of the Tahoe National Forest, the United States Forest Service is our biggest local employer followed by the school district. As logging and gold mining were once the primary influences on the local economy, our students are surrounded by the rich history which has also left its mark on the environment. Environmental learning is a big part of the school's curriculum through field trips and interaction with local resources including the Middle Fork of the Yuba River, Bullards Bar Dam, and the Sierra Buttes.

Declining enrollment is a current issue in our district for a variety of reasons including: a lack of housing, few employment opportunities, a decline in population following changes in County laws and policies regarding the marijuana industry, parent immunization choice, and the desire for middle school students involved in sports and extracurriculars to have more opportunities in Nevada County school districts and charters. As this has the potential for significant fiscal impact on our District,

Camptonville Elementary School is offering Independent Study Options including a Home-Based Option and a Core Subjects Option for the 2019-2020 school year.

As a small school district, it is important that we exemplify and uphold the values of our families and community. Stakeholder input from our Annual Family Learning Night included the following comments: "I loved my child's safety at this school since day one." "This little school exceeds my expectations every time I come here." "I love the support between the older kids and the younger kids. It's not just the teachers teaching." "I have been surprised many times over when my children come home to tell me about what they are doing at school and many related things. They love it." "The ability to support students at Camptonville is invaluable." "With small classes and support staff, my children have always been able to improve in their areas of weakness." "Though the licensed behavioral staff has been somewhat inconsistent, all staff here goes above and beyond to support students. I found that out when my daughter first started here." "This school seems to stay very connected and I appreciate that." "The whole school works as a family. I love being involved here." "I love how students and community are always welcome here."

All students at Camptonville Elementary School are currently receiving instruction in combined grade-level classrooms. The district typically employs three full-time classroom teachers and a 20 percent Title I teacher. Additionally, our support staff includes two paraeducators and a classified intervention specialist to assist and differentiate instruction for students in grades K-8. One special education resource teacher (80 percent) and one special education paraeducator (60 percent) are funded by the district and the Yuba County Office of Education. Yuba COE also provides speech and language services as well as occupational therapy and adaptive physical education specialists when needed. Counseling services are available for students through a grant obtained by Harmony Health Medical Clinic and Family Resource Center. The school also employs part-time specialists to instruct in music/art/drama, foreign language, and educational technology. School staff, parents, and community volunteers work to make sure that the visual and performing arts are an integral part of the curriculum by providing electives, producing at least one music or theatrical production per year, and putting on a student talent show in the spring. Electives, which are offered each trimester for students in grades 3-8, are staffed by parents and community volunteers who have talents to share. Classes change regularly, but include gardening, yoga, Jiu Jitsu, art, sign language, yearbook production, cooking, quilting, creative writing, movie making and more.

The overall system for delivery of services to children with disabilities at Camptonville Elementary School District is based on a philosophy that has a foundation in the principles of parental involvement, best practice, comprehensive support, and local and state coordination and collaboration. The District conducts child find activities, evaluates students who are suspected of having a qualifying disability, and offers an individualized education program (IEP) of special education and related services to qualifying students. Through the IEP process and participation of all required IEP team members including parent, special education teacher, general education (GE) teacher, administrator and related service providers as necessary, students qualifying for special education are assured of an offer of a Free and Appropriate Public Education in the Least Restrictive Environment. The IEP team works collaboratively to assure that the services and supports identified on the IEP are provided to the student in a manner that provides educational benefit in the Least Restrictive Environment. A full continuum of options is available for consideration by the IEP team including specialized academic instruction, speech- language services, psychology services, occupational therapy, adapted physical education, educationally related mental health services, physical therapy, nursing, assistive technology equipment support, behavior assessment and planning, and itinerant vision services. Specialized itinerant instruction for students who are Deaf or Hard of Hearing is also available, as necessary, through contracted services with Sutter County Superintendent of Schools. For students who are unable to progress at their neighborhood school

or another school within the District, the district IEP team considers referral to the regional special day class program (SDC) with Yuba County Office of Education, or a referral to a non-public school (NPS).

Students with disabilities participate in general education, including nonacademic and extracurricular activities, to the maximum extent possible to promote interaction with the general school population. Placement in special classes, other schools, or other removal of students with disabilities from the regular education environment may occur. This is warranted when the nature or severity of the student's disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. When a student is placed in a regional SDC program or an NPS, the IEP team will consider transition back to district programs at each IEP.

The staff is committed to meeting the diverse needs of every child attending Camptonville Elementary School and effectively collaborating to honor the school's mission. Our mission statement reads: "Camptonville School, as part of a caring and nurturing community, is committed to providing our students with the foundation and tools to build a love of learning and high achievement as well as a belief in the ability to follow their dreams and passions."

On June 19, 2019, the Superintendent presented the final draft of the LCAP along with the Budget Overview for Parents and the Every Student Succeeds Act Federal Addendum during a public hearing at the School Board Meeting.

The Camptonville Union Elementary School Board of Trustees adopted the 2019-20 LCAP on June 27, 2019 during open session of their scheduled board meeting.

LCAP Highlights

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

The CUESD 2019-2020 LCAP highlights three main areas: student engagement and achievement, parent involvement, and the maintenance of a positive school climate. The school district recognizes their responsibility to address the needs of all students by providing appropriate supports at each level. CUESD is determined to work towards continuous improvement in all systems by utilizing evidence-based practices in the areas of academic standards and behavioral expectations to ensure that every student can be successful. In addition, the district is committed to building a Multi-Tiered System of Support and recognizes that Professional Learning for staff in the areas of Universal Design for Learning (UDL), Social -Emotional Learning (SEL), Restorative and Trauma-Informed practices is critical.

The following key features are included in the goal for student engagement and achievement: Professional Development for certificated teachers and paraeducators in Next Generation Science Standards (NGSS) and Multi-Tiered Systems of Support (MTSS) including Universal Design for Learning (UDL), Trauma Informed Care, Social Emotional Learning (SEL), and Restorative Justice.

Integration of visual and performing arts throughout the curriculum.

Hours for paraeducators in order to deliver differentiated instruction and intervention that has been developed by highly qualified certificated staff to small groups of students.

Utilization of research-based computer/internet applications and software to facilitate and support student learning at all levels and abilities.

Additional special education support to accommodate needs of students qualifying for services as determined by eligibility criteria on Individualized Education Plan (IEP).

Hiring of part-time Art Teacher and Drama Teacher.

Implement of Project Based Learning units across curriculum areas to engage students and encourage communication, collaboration, critical thinking, problem solving, and creativity through active investigation using independent and group research, resulting in performance –based outcomes.

Use of technology programs to connect and support targeted student groups, parents, teachers, paraprofessionals, and leaders with electronic resources that can enrich learning opportunities by extending them into the home: Renaissance Learning, Read Naturally, Khan Academy, Code.org, etc.

Purchase and/or upgrade of desktop computers, tablets, and other electronic learning devices for classrooms and office. Utilization of tech support to maintain upgrades to infrastructure and equipment.

Maintain additional minimum days for professional development and implementation of UDL.

The following key features are included in the goal for parent involvement and engagement:

Maintain meaningful and relevant opportunities for parent involvement that increase parents' ability to understand and engage in elements of Multi-Tiered Systems of Support (MTSS) for students and opportunities that highlight student projects and presentations.

Provide information and solicit feedback (verbally or from written surveys) at parent-teacher conferences on a 1:1 basis as to how parents would like to be more involved with the school and what additional information/resources would be helpful.

Provide progress reports for students in fifth through eighth grades and hold additional second trimester parent-teacher conferences for at-risk students .

Increase ways to contact and engage parents through use of district website, social media, and bi-annual coffee and conversation with the principal and lunch passes for parents for positive student attendance.

Continue and expand co-sponsorship of after-school program, enrichment, Prevention Early Intervention (PEI) funding of activities for school-age children, and adult/family programs in conjunction with the Camptonville Community Partnership (CCP/Resource Center).

Hold Student Success Team (SST) Meetings for students in grades K-8 who are significantly struggling in areas of academics, social/emotional/behavioral, and attendance.

Utilize and expand MTSS parent-liaison position to connect with parents of targeted student groups who are engaged in at-risk behaviors or experiencing chronic absenteeism. Liaison will also work with Leadership Students to Coordinate School Kindness Projects.

New Action: Develop an updated Parent and Family Engagement Policy and coinciding School-Parent Compact with input from parents and family members.

The following key features are included in the goal for the maintenance of a positive school climate:

Provide access to Family Life Instruction, counseling services, and support for mental health, suicide prevention, and attendance issues.

Increase school facility safety and supports including additional surveillance cameras, additional signage on campus, Emergency Response Training for all staff, and implementation of Catapult EMS.

Use of software, apps, and programs that actively engage targeted student groups in individual and group learning activities across curriculum areas and provide data from computer- based learning that informs teachers to improve instruction. Provide after school intervention for students not meeting benchmarks.

All school staff engage in professional development through Responsive Classroom Training, Restorative and Trauma-Informed practices to increase knowledge of strategies for implementing positive behavior supports that encourage social emotional health, compassion, and kindness.

Implement Saturday (Success) School or alternative attendance recovery program for students who have multiple absences, are at-risk of failing one or more subjects, or behavioral issues.
Maintain scholarships for targeted students to attend After School Recreation Program.
Utilize and expand MTSS parent-liaison position to connect with parents of targeted student groups who are engaged in at-risk behaviors or experiencing chronic absenteeism. Liaison will also work with Leadership Students to Coordinate School Kindness Projects.
Continue to administer California Healthy Kids Survey (CHKS) on a biennial basis. Administer Stakeholder Engagement Survey to students and staff annually.
Provide Students Leadership through Club Live Program and ensure opportunities for students in 6th through 8th grades to attend the annual REACH Leadership Conference.
Provide healthy meals for school breakfast and lunch program by purchasing local, free range beef, organic fruits and vegetables and use of school garden produce. Maintain food service time at 5.5 hours.
Provide Independent Study Options.

Review of Performance

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

Greatest Progress

Camptonville Union Elementary School District is most proud of the academic progress made by all students in English Language Arts (ELA) as indicated by district-wide CAASPP scores, the California School Dashboard, Renaissance STAR Diagnostic tools for Reading and Math administered to all students in grades two through eight, and performance-based outcomes.

As indicated by the California School Dashboard's 2018 Status and Change Report, overall student performance in ELA was high (Blue) as measured at 20.1 points above Level 3 and an increase of 24.8 points from the previous years scores. Level 3 is the indicator for meeting the standards on the CAASPP assessments. Although some targeted socioeconomically disadvantaged and special education students made smaller increases from their previous year's scores the majority of students showed a measurable increase in some areas. More recent preliminary data from the administration of the Spring 2019 CAASPP shows increases in the number of students meeting proficiency for ELA.

The district plans to build on that success by continuing to deliver high quality instruction and maintaining high academic standards and expectations for all students. The implementation of Engage NY curriculum for both ELA and Mathematics has proven to drive critical thinking, problem solving, collaboration, communication, and the use of evidence-based writing skills across the curriculum for students. In addition, it provides a venue for a thoughtful, systematic, student-centered, multi-sensory approach to instruction. First hand classroom observation of students in third through eighth grades indicates that using historically-based literature (fiction and non-fiction) in combination with primary sources and Project-Based Learning (hands-on) has deepened their knowledge and understanding of historical events and enabled them to make connections to current world events. Skillful instruction by experienced educators in the primary grades has provided a solid

foundation in English Language Arts and Mathematics that our students build upon through eighth grade. The addition of the online tool Goalbook Pathways and Toolkit will help teachers to reach low-performing students by using data to identify specific areas of need based and differentiating instruction accordingly.

Feedback on greatest progress from our stakeholders included responses from instructional staff, support staff, parents, and students. Instructional staff noted many areas of progress this year including: a fully credentialed certificated staff, implementation of Responsive Classroom, playground stenciling, Family Learning Night, and STEM instruction. Students reported that they feel safe at school and many parents indicated that their children love coming to school. Most students feel that they receive adequate amounts of support both academically and socially from staff members.

With declining enrollment in the district, increases in services included the maintenance of paraeducators who help to differentiate curriculum in multi-grade, multi-ability classrooms. The district will continue to utilize paraeducators and a classified intervention specialist as a means to increase and improve services that allow targeted students the opportunity for intervention and support in identified areas of need. Professional development for instructional staff (both certificated and classified) is also a means by which the district intends to improve services for all students. As recipients of the SUMS MTSS Grant, the district plans has participated in collaborative training with other districts in Yuba County to include Social-Emotional Learning (SEL), Universal Design for Learning (UDL), Trauma Informed Care and Restorative Practices. Participating in the PLN has provided us with the opportunity to identify out resources, and assess our district's strengths and weaknesses in order to take the first steps to developing a comprehensive research-based system in place to support educators, students, and parents in the coming school year. In addition, we are able to utilize the MTSS/PLN work as a tool to continually evaluate and assess our progress. We will continue to work in the 2019-20 school year to help all of our stakeholders (staff, students, parents, and community) understand these systems and to include stakeholders feedback in moving forward.

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

Greatest Needs

Camptonville Union Elementary School District has determined a need for significant improvement in the areas of suspension rates as identified by the LCFF Evaluation Rubric and local indicators. Data from the Fall 2018 Dashboard showed an increase of 7.1% in suspensions to 11%. More current data for the 2018-19 school year reinforces that trend with a further spike to 15%. Due to the amount of serious and chronic behavioral issues that presented a danger to our students, we also experienced our first expulsion in 8 years. Chronic absenteeism rates had declined to 10.3% in the 2017-18 school year but recent data shows an increase of 1% for 2018-19. The data shows that 100% of the students suspended were in males in seventh or eighth grades. The student demographics for those grades were 92% male. 80% of the chronic absenteeism that occurred in 2018-2019 was attributed to middle school students. Although the district is concerned about our

overall performance in this area, small school districts such as CUESD frequently have large swings in data because of the effect of a very small number of students or outliers on the percentages. That said, the LEA took steps to reduce the number of suspensions and keep students in the classroom in 2018-2019. Students were only kept out of school for serious offences, specifically when the use of physical force or violence, sexual harassment, vaping, or furnishing controlled substances was a cause for the suspension. A concentrated group of students in the middle school classroom presented throughout the school year with social-emotional and behavioral challenges. The addressed by creating a tiered system Multiple conferences were held between teacher/administrator with students and parents to determine the root cause of the issues and to propose solutions. A recovery system was developed for students where they could self-identify a need for a short break in an alternative setting or they could be referred to an alternative setting for a break by a staff member. Students were given the opportunity to develop their own reasonable solutions to problems or to have staff support in the process. Behavior Intervention Plans and Behavior Contracts were developed as a response to ongoing behavior or multiple suspensions. In most cases, ongoing alternative solutions were developed and overall classroom management was continually reviewed. We will continue to develop resources that build a Multi-tiered System of Support for students and families in the 2019-20 school year with a focus on PBIS training and coaching for staff.

One of the steps taken to improve school climate included professional development for all teachers in Responsive Classrooms workshops before the start of the 2018-19 school year. Information on research based strategies and interventions was brought to share with all instructional staff as a universal school-wide support. Fidelity of implementation was monitored and reviewed. Superintendent/Principal attended a MTSS Symposium in July and district leadership team attended MTSS PLN cohort meetings throughout the school year. with the goal of starting the implementation process for creating a systems framework for establishing social cultural and behavioral supports needed for our school to be an effective learning environment for all students. We will continue to develop our continuum of evidence-based practices in 2019-20 with four team days and two coaching days of PBIS training for school staff beginning in Fall of 2019. New staff for the 2019-20 year will attend training Responsive Classroom Training in the summer of 2020.

Mental health and counseling services were available to all students in the school year, but not all targeted students were given the required parent permission. We continue to receive these services through a grant obtained by Harmony Health Clinic and Family Resource Center. The district also utilized the Yuba County Office Of Education psychologist to develop Behavior Intervention Plans for students with IEPs as needed. The district was not able to find a suitable candidate for the parent liaison position to work with students and families to reduce chronic absenteeism and increase parent engagement. In the 2019-20 year, the district will continue to make the effort to hire, utilize and expand a MTSS parent-liaison position to connect with parents of targeted student groups who are engaged in at-risk behaviors or experiencing chronic absenteeism. The liaison will also work with Leadership Students to Coordinate School Kindness Projects.

Actions and services that address our significant need for student social, emotional, and behavioral health support continues to be a priority for the 2019-20 school year. As recipients of the SUMS MTSS Grant, the district plans to continue to participate in collaborative training with other districts in Yuba County to include Social-Emotional Learning (SEL), PBIS, Universal Design for Learning (UDL), Trauma Informed Care and Restorative Practices. We look forward to putting a comprehensive research-based system in place to support educators, students, and parents in the coming school year. We will continue to use 5 minimum days for UDL conferencing and collaboration among staff as an action in Goal 1 for the 2019-20 school year. Independent Study will

continue to be an option for students and families who would benefit from its use as an instructional strategy. Saturday Success School will be implemented once a month from October through May to help support those students needing additional help making up work due to large numbers of absences, being at risk of failing a subject, or behavioral issues.

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

Performance Gaps

According to the LCFF Evaluation Rubrics, there were no state indicators for which performance for any student group was two or more performance levels below the "all student" performance. Small school districts such as CUESD frequently have large swings in data because of the effect of a very small number of students or outliers on the percentages. In addition, many of our student groups have fewer than eleven students and are therefore not reported on due to privacy reasons.

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable at this time. No schools have been identified for CSI.

Support for Identified Schools

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

Not applicable at this time. No schools have been identified for CSI.

Monitoring and Evaluating Effectiveness

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

Not applicable at this time. No schools have been identified for CSI.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 1

1. We will improve proficiency towards state standards (English Language Arts, Mathematics, and Science) and increase engagement and achievement for all students.

State and/or Local Priorities addressed by this goal:

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

Local Priorities: School Site Council School Goals #1 & 2

Annual Measurable Outcomes

Expected

Metric/Indicator

1.1 Number of highly qualified FTE teachers in appropriate assignments.

18-19

100% of highly qualified FTE teachers in appropriate assignments.

Baseline

100% of teachers were highly qualified in appropriate assignments at the beginning of the 2016-2017 school year.

Metric/Indicator

1.2 Student standards-aligned instructional materials.

18-19

Maintain 100% access to standards-aligned instructional materials.

Baseline

100% of students had access to standards-aligned instructional materials.

Actual

100% of highly qualified FTE teachers were in appropriate assignments for the duration of the 2018-19 school year.

100% of students had access to standards-aligned instructional materials.

Expected

Metric/Indicator

1.3 Students will have access to a broad course of study .

18-19

Maintain 100% of students in grades K-8 participating in ELA, Mathematics, Social Studies, Science, PE, Foreign Language, and Health/Nutrition. Music continues to be an integral part of the curriculum with direct instruction from qualified teacher or other resource available at least one trimester of the school year. Additionally, students in grades 3-8 continue to have access to variety of electives.

Baseline

100% of students in grades K-8 participate in ELA, Mathematics, Social Studies, Science, PE, Foreign Language, and Health/Nutrition. Music was an integral part of the curriculum with direct instruction from a certificated music teacher one day a week throughout the school year. Additionally, students in grades 3-8 had access to variety of electives.

Metric/Indicator

1.4 CAASPP Scores for ELA and Mathematics and Science Pilot.

18-19

73% of students will meet or exceed standards for ELA. 58% of students will meet or exceed standards for Mathematics. Baseline scores will increase by 5% for fifth and 8th graders taking the Science assessment.

Baseline

67% of students met or exceeded the standards for ELA on 2016 CAASPP. 50% of students met or exceeded the standards for Mathematics on 2016 CAASPP. 100% of fifth and eighth grade students participated in the Science Pilot on the 2017 CAASPP.

Metric/Indicator

1.5 Percentage of 6th -8th grade students participating in leadership, after school program, intervention, and sports.

18-19

Maintain 75% of students in 6th - 8th grades participated in leadership, after school programs, and sports.

Baseline

74% of students in 6th - 8th grades participated in leadership, after school programs, and sports.

Actual

All students in K-8 had access to a broad course of study including ELA, Mathematics, Social Studies, Science, PE, Foreign Language, Health/Nutrition, and Performing Arts. All students had the opportunity to participate in a unit of STEM instruction. Third through eighth grade students were able to choose and participate in an elective during two trimesters.

Student test scores on the 2018 CAASPP increased in ELA by 24.8 points from the previous year. 68.57% of students met or exceeded standards in 2018. Student test scores also rose in Math. 68.57% of students in grades three through eight met or exceeded standards. 100% of fifth and eighth grade students participated in the CAST this Spring 2019. Scores will establish a baseline. A preliminary look at scores being released for ELA and Math 2019 CAASPP appear to show an increase in ELA scores. Test scores in mathematics appear to be maintaining.

72.2% of 6th - 8th grade students participated in leadership, after school program, intervention, and sports.

Expected

Metric/Indicator

1.6 Implementation of Project-Based Learning

18-19

100% of teachers will implement two or more PBL units across curricular areas.

Baseline

100% of teachers attended PBL summer workshops. A minimum of one project was piloted in each classroom/grade level.

Metric/Indicator

1.7 Ratio of computers/iPads per student.

18-19

Maintain 2:1 access to computers/iPads for students in grades K-5; 1:1 access to computers/iPads for students in grades 6-8..

Baseline

Students in grades K-5 had 2:1 access to computers/iPads; 6-8 grades, 1:1 access to computers/iPads.

Metric/Indicator

1.8 Class size in grades K-3,

18-19

Maintain appropriate staffing to maintain 24:1 class-size in grades K-3 for CSR.

Baseline

Staffing was adequate to maintain an average of 20:1 class-size in grades K-3 for CSR.

Actual

Two out three teachers implemented two or more PBL units across curricular areas. One general education teacher has not been formally trained in PBL at this time, but implemented one unit.

The ratio of computers/iPads/Chromebooks to students was 1:1. Accessibility of devices to students in grades K-1-2 is intentionally limited and monitored due to developmental concerns.

Class size of less than 20:1 was maintained in grades K-3.

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
G1.1 Professional Development for certificated teachers and paraeducators including workshops, additional workday,	Summer Workshops and trainings: UDL Training - 1 teacher x 2 days, MTSS Conference - administrator, Love and Logic - 1 teacher,	Professional Development 5000-5999: Services And Other Operating Expenditures Title II \$6000	Professional Development 5000-5999: Services And Other Operating Expenditures Title II 2932.41

and coaching in NGSS, PBL, PBIS, Universal Design for Learning (UDL), and Restorative Practices/Trauma Informed Practices .	Responsive Classroom - 2 teachers Back to School PD: Review Responsive Classroom, Intro/Overview MTSS Monthly PD: UDL, SEL, Trauma Informed Care	Professional Development 1000-1999: Certificated Personnel Salaries Title II \$0	Professional Development 1000-1999: Certificated Personnel Salaries Other 0
		MTSS SUMS Grant 1000-1999: Certificated Personnel Salaries Other \$5000	MTSS Professional Development 1000-1999: Certificated Personnel Salaries Other 938.20
		Professional Consultants 1000-1999: Certificated Personnel Salaries Title II \$275	Professional Consultants 1000-1999: Certificated Personnel Salaries Title II 0
			MTSS Professional Development 3000-3999: Employee Benefits Other 201.17
			Professional Development 2000-2999: Classified Personnel Salaries Title II 184.30
			Goalbook (Low Performing Student Block Grant) 4000-4999: Books And Supplies Other 2000.00

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G1.2 Continue to integrate visual and performing arts throughout the curriculum by maintaining a part-time music/art/drama/movement teacher/instructor for all students in grades K-8.	6 weeks After School Dance Teacher, Music in the Mountains, "Carnegie Link-up" for students in third through eighth grades, K-1-2 used the "Take Five" Music Appreciation" Program, Winter Program, Curriculum-based performances, electives. Unable to find candidates to fill music position.	Visual and Performing Arts Specialist 5000-5999: Services And Other Operating Expenditures Base \$1400	Visual and Performing Arts Specialist 5000-5999: Services And Other Operating Expenditures Locally Defined 180.00

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G1.3 Maintain additional paraeducator time to deliver differentiated instruction and intervention that has been developed by highly qualified certificated staff to small groups of students including low income as well as utilizing research-based computer/internet applications and software to facilitate and support student learning at all levels and abilities.	Paraeducator Hours Title I Teacher Title I Paraeducator SIPPS Read Naturally Renaissance Learning (AM, AR, STAR Diagnostic Assessments) Goalbook (Pathways & Toolkit): UDL Support	Paraeducator Hours 2000-2999: Classified Personnel Salaries Supplemental \$78,384	Paraeducator Hours 2000-2999: Classified Personnel Salaries Supplemental 47952.55
		Title I Teacher Paraeducator 2000-2999: Classified Personnel Salaries Title I \$19,273	Paraeducator Benefits 3000-3999: Employee Benefits Supplemental 28998.23
			Title I Paraeducator 2000-2999: Classified Personnel Salaries Title I 15653.00
			Title I Paraeducator Benefits 3000-3999: Employee Benefits Title I 4417.97

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G1.4 Maintain additional special education support to accommodate needs of students qualifying for services as determined by eligibility criteria on Individualized Education Plan (IEP).	Additional 20% Certificated Special Education Support from August to February due to certificated resignation in February. Decline in numbers of qualifying students.	20% Certificated Special Education 1000-1999: Certificated Personnel Salaries Base \$25,182	20% Certificated Special Education (Unrestricted MTSS) 1000-1999: Certificated Personnel Salaries Other 6720.76
			20% Certificated Special Education Benefits (Unrestricted MTSS) 3000-3999: Employee Benefits Other 2224.81

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G1.5 Hire part-time Multiple Subject teacher to collaborate with instructional staff on implementation of NGSS, Universal Design for Learning	40% Multiple Subjects Teacher from August 2018 to February 2019 due to certificated resignation in February.	40% Certificated Multiple Subject Teacher 1000-1999: Certificated Personnel Salaries Base \$32,181	40% Certificated Special Education Teacher 1000-1999: Certificated Personnel Salaries Base 13,441.57

(UDL),and Social Emotional Learning (SEL) practices.

40% Certificated Special Education Teacher Benefits
3000-3999: Employee Benefits Base 4449.52

Action 6

Planned Actions/Services

G1.6 Teachers will implement Project Based Learning units across curriculum areas to engage students and encourage communication, collaboration, critical thinking, problem solving, and creativity through active investigation using independent and group research, resulting in performance –based outcomes.

Actual Actions/Services

PBL units and Driving Questions:
K-1-2 Community - What are the elements of a successful community?
3-4-5 Water - How can we make others aware of human impact on our water resources?
6-7-8 Environment - Why and how can we reduce our carbon footprint?

Budgeted Expenditures

Field Trips & Materials 4000-4999: Books And Supplies Base \$2,000

Estimated Actual Expenditures

Field Trips and Materials 5000-5999: Services And Other Operating Expenditures Base 2420

Action 7

Planned Actions/Services

G1.7 Use technology programs to connect and support targeted student groups, parents, teachers, paraprofessionals, and leaders with electronic resources that can enrich learning opportunities by extending them into the home: Renaissance Learning, Read Naturally, Khan Academy, Code.org, etc.

Actual Actions/Services

Google Classroom for middle school classroom-parent communication. Renaissance Learning/Accelerated Math Khan Academy

Budgeted Expenditures

Renaissance 4000-4999: Books And Supplies Base \$2972

Intervention Materials 4000-4999: Books And Supplies Title I \$290

Estimated Actual Expenditures

Renaissance Learning, etc. 4000-4999: Books And Supplies Lottery 3420

Action 8

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
G1.8 Purchase and/or upgrade desktop computers, tablets, and other electronic learning devices for classrooms and office. Utilize tech support to maintain upgrades to infrastructure and equipment. Train staff on new programs and management of data and storage.	5 wireless printers, 5 desktop computers, headphones, Projector screen, STEM materials	Technology -REAP 4000-4999: Books And Supplies Federal Funds \$10,000	Technology- REAP Purchases 4000-4999: Books And Supplies Federal Funds 11313.42

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G1.9 Provide additional minimum days as opportunities for UDL conferencing and collaborating between Professional Learning Community (teachers-paraeducators-specialists) to build variability, and identify and remove barriers to accessibility for targeted students.	Minimum days for collaboration. Paraeducator extra hours Accelerated Math Training Goalbook Training	Five additional minimum days for PD 1000-1999: Certificated Personnel Salaries Title I \$600	Additional minimum days for PD 1000-1999: Certificated Personnel Salaries Title I 0

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.

In order to develop Multi-Tiered Systems of Support (MTSS) and to develop systems for Continuous Improvement, certificated and classified Instructional staff participated in a number of workshops, trainings, and PLCs. These included Summer Workshops and trainings: UDL Training - 1 teacher x 2 days, MTSS Conference - administrator, Love and Logic - 1 teacher, Responsive Classroom - 2 teachers. At our Back to School Professional Development, all staff were involved in a review of Responsive Classroom strategies, and an Intro/Overview to MTSS. Our Bi-Monthly Professional Development gave staff the opportunity to collaborate on developing school-wide systems for UDL, SEL, and Trauma Informed Care

In order to integrate Visual and Performing Arts throughout the curriculum, the following programs were offered: 6 weeks of After School Dance Class offered to students in grades K-8, Music in the Mountains "Carnegie Link-up" for students in third through eighth grades, K-1-2 used the "Take Five" Music Appreciation" Program, Winter Program, Curriculum-based performances, electives.

Differentiation of instruction was achieved by maintaining Paraeducator Hours, providing a 20% Title I Teacher and Classified Intervention Specialist and utilizing intervention programs including but not limited to SIPPS, Read Naturally, Renaissance Learning (AM, AR, STAR Diagnostic Assessments), Goalbook (Pathways & Toolkit): for UDL Support.

Additional Instructional support included a 20% Certificated Special Education Support and 40% Multiple Subjects Teacher from August 2018 to February 2019. ,

PBL units were implemented in each classroom with the development of the following Driving Questions:

K-1-2 Community - What are the elements of a successful community?

3-4-5 Water - How can we make others aware of human impact on our water resources?

6-7-8 Environment - Why and how can we reduce our carbon footprint?

Technology programs were used to help connect the school community (Parents, teachers, students, etc.) including Google Classroom for middle school classroom-parent communication. Renaissance Learning/Accelerated Math, and Khan Academy

Technology purchases supported used to support instruction and learning included: 5 wireless printers, 5 desktop computers, headphones, Projector screen, STEM materials

The implementation of additional minimum days for professional collaboration between teachers, paraeducators and specialists allowed time for understanding of UDL strategies along with Accelerated Math Training and Goalbook Training.

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

Increased proficiency in ELA, Mathematics, and Science were the intent of the articulated goal. Although final scores are not available for the Spring 2019 CAASPP/CAST/CAA, 2018 scores demonstrated a dramatic increase in ELA scores and a preview of 2019 scores are indicating a continuing positive trend. Baseline scores for the CAST are not yet available. Local measures show an improvement in foundational reading and writing skills in students in first through third grades which is an indicator of success as students progress through elementary school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Expenditures for Professional Development in the 2018-19 school year were less than budgeted expenditures as many of our trainings came to us by way of our MTSS grant through Yuba, Placer, and Butte COE at no cost to the district, or they were held during minimum days at our school site. It was also difficult to find substitutes for teachers who were interested in pursuing professional development during the school day.

The district was unable to find a candidate to fill the position for music teacher and instead participated in a non-profit program for schools called "Carnegie Link-up" through Music in the Mountains.

Due to certificated resignation at the beginning of February 2019, estimated actuals were far less than budgeted expenditures for Special Education and the Multiple Subject position. Neither position was rehired for the last trimester of the 2018-19 year because of declining enrollment in both Special Education and General Education Students.

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.

In order to integrate Visual and Performing Arts throughout the curriculum in lieu of finding a qualified music teacher, the following programs were offered: 6 weeks of After School Dance Class offered to students in grades K-8, Music in the Mountains "Carnegie Link-up" for students in third through eighth grades, K-1-2 used the "Take Five" Music Appreciation" Program, Winter Program, Curriculum-based performances, electives.

Following the certificated resignation in February of the 60% Special Education/40% Multiple Subjects Teacher, staff met to rework the Master Schedule in order to continue to support targeted students in differentiated learning groups. In addition, the purchase and use of Goalbook Pathways and Toolkit provided an additional toolkit and resource to support teachers and paraeducators.

In the 2019-20 Goals, Actions, and Services, Goal 1, the district intends to continue Carnegie Link-up and Take-5 music programs. We have also hired part-time art and drama teachers. Because of declining enrollment and funding, we are utilizing current staff with realignment of the Master schedule instead of hiring a 40% Multiple Subjects teacher.

These changes can be found in the Annual Update, Goal 1 and in the Goals, Actions, and Services Section, Goal 1 of the 2019-20 LCAP.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 2

2. Broaden relevant and meaningful opportunities for parents and community members that increase parent-school communication and involvement. Build parent capacity for understanding of Multi Tiered Systems of Support (MTSS), increased engagement, and support of student learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

2.1 Percentage of parents who provide feedback and input to district policies and procedures.

18-19

Maintain 100% of parents who have access to opportunities to understand policies and procedures and availability of opportunities to provide feedback and input to the district.

Baseline

100% of parents have access to opportunities to understand policies and procedures and availability of opportunities to provide feedback and input to the district.

Metric/Indicator

2.2 Number of parents who serve on or attend meetings of the School Site Council.

18-19

Actual

100% of parents had access to opportunities to understand policies and procedures and availability of opportunities to provide feedback to the district.

The School Site Council/District Advisory Council maintained three parent members in the 2018-19 school year.

Expected

Maintain three parent members on the School Site Council/District Advisory Council.

Baseline

Two parents currently participate in programs for unduplicated pupils and special needs subgroups on the School Site Council/District Advisory Council.

Metric/Indicator

2.3 Percentage of parents who have access to support for homework help.

18-19

100% of parents have access to support (websites, classroom teacher interventions, after school program) in order to help students with homework. Increase from 40% to 45% the number of parents who utilize homework support from the After School Program for their children.

Baseline

100% of parents have access to support (websites, classroom teacher interventions, after school program) in order to help students with homework. An average of 33% of parents utilize homework support from the After School Program for their children.

Metric/Indicator

2.4 Annual percentage of students actually present.

18-19

Increase rate of days students are actually present to 98%.

Baseline

Annual percentage of students actually present is 94.6%

Metric/Indicator

2.5 Chronic Absenteeism Rate

18-19

Decrease chronic absenteeism rate 5%

Baseline

Chronic absenteeism rate increased from 4% to 8%.

Metric/Indicator

2.6 Middle School Dropout Rate

18-19

Maintain Middle School dropout rate at 0%.

Baseline

Middle School dropout rates was maintained at 0%.

Actual

100% of parents continue to have access to the school website, ENY website, classroom teacher interventions, and the after school program. 43% of parents utilized homework support from the After School Program.

Annual percentage rate of days students are actually present for 2018-19 is 87.7%. (The annual percentage rate for 2017-18 was mistakenly recorded as 94.7%. The actual percentage rate of days students were actually present for 2017-18 was 89.6%).

The chronic absenteeism rate for the 2018-19 school year is 11.3%.

Middle School dropout rate is 0%.

Expected

Metric/Indicator

2.7 Pupil Suspension Rate

18-19

Decrease pupil suspension rate 3%.

Baseline

Pupil suspension rate increased from 5% to 9% at the end of the 2015-16 school year. Current suspension rate is 5%.

Metric/Indicator

2.8 Pupil Expulsion Rate

18-19

Maintain pupil expulsion rate at 0%.

Baseline

Pupil expulsion rate was maintained at 0%.

Actual

The pupil suspension rate for the 2018-19 school year is 15.1%.

The pupil expulsion rate for the 2018-19 school year is 1.8%

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

G2.1 Maintain meaningful and relevant opportunities for parent involvement that increase parents' ability to understand and engage in elements of Multi-Tiered Systems of Support (Universal Design for Learning (UDL) and Social-Emotional Learning (SEL)) and to understand and support students with schoolwork, and opportunities that highlight student projects and presentations: Back to School Night, Family Learning Night, Winter Program, and Talent Show.

Actual Actions/Services

Back to School Night, Parent-Teacher Conferences, Middle School Parent Meeting, Site Council Meetings, Parent Newsletters, Email Communication, planners, Classroom Volunteers, Winter Program, Family Learning Night, and Talent Show, Awards Assemblies.

Budgeted Expenditures

Materials 4000-4999: Books And Supplies Supplemental \$1000

Estimated Actual Expenditures

Materials 4000-4999: Books And Supplies Supplemental 1390.94

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G2.2 Provide information and solicit feedback (verbally or from written surveys) at parent-teacher conferences on a 1:1 basis as to how parents would like to be more involved with the school and what additional information/resources would be helpful.	Questionnaires distributed to parents at 1st trimester parent-teacher conferences.	0	0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G2.3 Continue to increase ways to contact and engage parents of target students through use of district website, social media, and bi-annual coffee and conversation with the principal, and lunch passes for parents for improved student attendance.	Coffee with the Principal at the Community Center, Parent Round-up Donuts and Coffee with Parents Club and the Principal, Camptonville FaceBook Page, Yuba Net Alerts. Parent Newsletters and Email Correspondence, Blackboard Message School In Sites (Web hosting) Attendance Awards	Blackboard Message 5900: Communications Base \$198 Website Hosting 5900: Communications Base \$1535	Blackboard Message 5900: Communications Base 198 Website Hosting 5900: Communications Base 1200

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G2.4 Continue and expand co-sponsorship of after-school program, enrichment, Prevention Early Intervention (PEI) funding of activities for school-age children, and adult/family programs in conjunction with the Camptonville Community Partnership (CCP/Resource Center).	After School Program Scholarships Rally Point Teen Nights 1,2,3 Grow Program, Summer writing camp	After School Program Scholarships 5000-5999: Services And Other Operating Expenditures Title I \$2500	After School Program Scholarships 5000-5999: Services And Other Operating Expenditures Title I 2000

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G2.5 Provide progress reports for students in fifth through eighth grades and hold additional second trimester parent-teacher conferences for at-risk students .	Progress reports and parent-teacher conferences.	Certificated Substitutes 1000-1999: Certificated Personnel Salaries Base \$500	Certificated Substitutes 1000-1999: Certificated Personnel Salaries Base 0

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G2.6 Hold Student Success Team (SST) Meetings for students in grades K-8 who are significantly struggling in areas of academics, social/emotional/behavioral, and attendance.	SST Meetings held	Certificated Substitutes 1000-1999: Certificated Personnel Salaries Base \$500	Certificated Substitutes 1000-1999: Certificated Personnel Salaries Base 0

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G2.7 Utilize and expand parent-liaison position (as needed) to connect with parents of students who are engaged in at-risk behaviors or experiencing chronic absenteeism.	Unable to fill the parent liaison position at this time.	Parent Liaison 2000-2999: Classified Personnel Salaries Base \$400	Parent Liaison 2000-2999: Classified Personnel Salaries Base 0

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.

In order to maintain meaningful and relevant opportunities for parent involvement, school staff was committed to making the most of the events that traditionally have high parent participation such as: Back to School Night, Parent-Teacher Conferences, Winter Program, Family Learning Night, Talent Show, and Awards Assemblies. The offer of meals and student performances seemed to serve as a draw for parents to attend. In addition, targeted opportunities to provide information such as Middle School Parent Meeting, Site Council Meetings, Parent Newsletters, Email Communication, Daily planners, and Classroom Volunteers,

Short surveys/questionnaires were distributed at first trimester parent-teacher conferences to collect feedback from parents at the beginning of the year as to how they might like to be more involved.

Opportunities to communicate to parents and community members included: Coffee with the Principal at the Community Center, a Parent Round-up: Donuts and Coffee with Parents Club and the Principal, posting events and emergency notifications on Camptonville FaceBook Page, Yuba Net Alerts, and regular notifications through Parent Newsletters and Email Correspondence, Blackboard Message, and School In Sites (Web hosting).

CUESD continued its relationship with the Camptonville Community Partnership (CCP/Resource Center) to provide additional resources for Camptonville students and families: After School Program Scholarships, Rally Point Teen Nights, The 1,2,3 Grow Preschool Program, and Summer Writing Camp.

Teachers provided progress reports for students in fifth through eighth grades and held additional second trimester parent-teacher conferences for at-risk students.

SST Meetings were scheduled and held for students who were significantly struggling in areas of academics, social/emotional/behavioral, and attendance to determine whether interventions were needed.

CUESD was unable to fill the parent liaison position this year. In lieu of a liaison; classroom teachers, the principal, and school secretary connected with parents of students engaged in at-risk behavior and chronic absenteeism.

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

The most relevant events for parents continue to be opportunities to see their children perform or present their skills, knowledge, and talent. When paired with an opportunity for parents to socialize with each other and to share a meal, these events are powerful and engaging. Targeted opportunities for parents to increase their capacity for understanding of Multi Tiered Systems of Support (MTSS) and support of student learning have not been as well attended unless they are mandatory. A very small percentage of parents serve on the School Board and Site Council and the Parent Club Membership has also diminished. Parent feedback through surveys and questionnaires has been slightly above last year's rate for responses. Most parents are satisfied with the frequency and quality of communication from the school (administration, teachers, etc.) although a few were frustrated with what they perceived to be confusing messaging about some school events. Chronic absenteeism increased despite efforts to find alternative solutions and provide incentives for students and their families. Many students had lengthy or recurring illnesses or infectious conditions. Lack of reliable transportation and unstable living conditions were among the frequent reasons were given for student truancy.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The \$1500 difference between budgeted and estimated actual expenditures is primarily attributed to the lack of substitutes procured for SST meetings and parent-teacher conferences. Due to a lack of available substitutes, meetings were held before or after student hours, or other qualified school staff was made available for short term replacement. The expense for the parent liaison position was not used because there were no qualified candidates for the parent liaison position.

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.

Rates for chronic absenteeism, suspension and expulsion all increased in the 2018-19 school year, therefore the expected outcomes and metrics have been adjusted to reflect realistic expectations. The district is committed to implementing a Saturday Success School program once a month from October through May for students with multiple unexcused absences, extended absences for illness, at risk of failing, or behavioral issues. We will actively seek to hire, utilize and expand a MTSS parent-liaison position to connect with parents of targeted student groups who are engaged in at-risk behaviors or experiencing chronic absenteeism. The liaison will also work with Leadership Students to Coordinate School Kindness Projects. One additional service focuses on the development of an updated Parent and Family Engagement Policy with a priority to solicit stakeholder input. These changes can be found in LCAP Annual Update and Goals, Actions & Services, Goal 2.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 3

3. Using a tiered approach to support positive school climate, accessible curriculum, and positive behavior intervention, all students will be educated in healthy environments that are accessible, engaging, safe, supportive, and conducive to high achievement in academic, civic, and social-emotional learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
Local Priorities: School Site Council SPSA Goal #2

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 3.1 Annual Rate of Students Actually present. 18-19 Increase rate of days students are actually present to 98%. Baseline Current rate of days students were actually present for the 2016-17 school year is 94.6%.	Annual percentage rate of days students are actually present for 2018-19 is 87.7%. (The annual percentage rate for 2017-18 was mistakenly recorded as 94.7%. The actual percentage rate of days students were actually present for 2017-18 was 89.6%).
Metric/Indicator 3.2 Chronic Absenteeism Rate 18-19 Reduce rate of chronic absenteeism to 5% Baseline Rate of chronic absenteeism is 8%.	The chronic absenteeism rate for the 2018-19 school year is 11.3%.
Metric/Indicator 3.3 Middle School Dropout Rate	The middle school dropout rate is 0%.

Expected	Actual
18-19 Maintain middle school dropout rate at 0%. Baseline Middle school dropout rate is currently 0%.	
Metric/Indicator 3.4 Pupil Suspension Rate 18-19 Reduce suspension rate to 3%. Baseline Suspension rate is currently 5%.	The pupil suspension rate for the 2018-19 school year is 15.1%.
Metric/Indicator 3.5 Pupil Expulsion Rate 18-19 Maintain pupil expulsion rate at 0%. Baseline Pupil expulsion rate is currently 0%.	The pupil expulsion rate for the 2018-19 school year is 1.8%.
Metric/Indicator 3.6 Percentage of students in grades six through eight that perceive school as being safe or very safe as reported on the CHKS. 18-19 Increase percentage of students in grades six through eight that perceive school as being safe or very safe as reported on the CHKS to 70%. Baseline Percentage of students in grades six through eight that perceive school as being safe or very safe as reported on the CHKS is currently 50%.	Metrics are not yet available for results from the administration of the 2018-18 California Healthy Kids Survey.

Actions / Services

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

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Maintain access to counseling services and support for mental health, suicide prevention, and attendance issues including parent liaison services to connect with targeted student groups who are engaged in at-risk behaviors or experiencing chronic absenteeism.

Weekly Counseling available to all students, Family Life (5th-8th grades), SARB notices for attendance issues and chronic absenteeism, parent-teacher meetings, Collaboration with Law enforcement for at risk students, Collaboration with YCOE Prevention Department for At-risk students, REACH Youth Leadership Conference

Counseling Services 5000-5999: Services And Other Operating Expenditures Other \$3500

Parent Liaison 2000-2999: Classified Personnel Salaries Base \$400

Family Life Teacher 5000-5999: Services And Other Operating Expenditures Other 2250

Parent Liaison 2000-2999: Classified Personnel Salaries Base 0

Action 2

Planned Actions/Services

G3.2 Continue to maintain and increase as needed school facility safety and supports including surveillance cameras, additional signage on campus, ALICE Training for all staff, and implementation of Catapult EMS.

Actual Actions/Services

Additional Surveillance cameras, Catapult Trainings, Safety walk through with YCSO staff, Metal detector wand, Collaboration with law enforcement and YCOE for aerial photos

Budgeted Expenditures

Catapult 5000-5999: Services And Other Operating Expenditures Base \$787

Signage, Fire extinguisher, Safety Curtain repair 5000-5999: Services And Other Operating Expenditures Base \$861

Safety Curtains 4000-4999: Books And Supplies Base \$1500

Estimated Actual Expenditures

Catapult 5000-5999: Services And Other Operating Expenditures Title IV 499

Fire Extinguisher 5000-5999: Services And Other Operating Expenditures Base 361

Safety Curtains 4000-4999: Books And Supplies Base 0

Action 3

Planned Actions/Services

G3.3 Continue use of software, apps, and programs that actively engage targeted student groups in individual and group learning activities across curriculum areas and provide data from computer-based learning that informs and improves instruction.

Actual Actions/Services

Renaissance Learning
Read Live
Khan Academy
Typing Programs

Budgeted Expenditures

Materials 4000-4999: Books And Supplies Base \$2641

Estimated Actual Expenditures

Materials Renaissance 4000-4999: Books And Supplies Base 4570

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G3.4 All school staff continue professional development through Responsive Classroom Training, Restorative and Trauma-informed Practices to increase knowledge of strategies for implementing positive behavior supports that encourage social emotional health, compassion, and kindness.	Responsive Classroom Review 8/13/19 Trauma Informed Practices 3/11/19 & 3/12/19 (All staff) Trauma Informed Practices Resources - Books and Supplies	Reference Goal 1, Action 1 5000-5999: Services And Other Operating Expenditures Title II 0	Reference Goal 1, Action 1 5000-5999: Services And Other Operating Expenditures Title II 0

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G3.5 Implement Saturday School or alternative attendance recovery program for students who have chronic absences (received second SARB letter) or are at-risk of failing.	Not implemented. Plan for pilot implementation in 2019-20 school year.	Teacher Salaries 1000-1999: Certificated Personnel Salaries Base \$2,000	Teacher Salaries 1000-1999: Certificated Personnel Salaries Base 0

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G3.6 Maintain scholarships for targeted students to attend After School Program.	\$200 per month to provide access for targeted students	Reference Goal 2, Action 4 5000-5999: Services And Other Operating Expenditures Base 0	Reference Goal 2, Action 2 5000-5999: Services And Other Operating Expenditures Base 0

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G3.7 Continue to administer CHKS on a biennial basis. Administer Stakeholder Engagement Survey to students and staff annually.	CHKS was administered, results will not be available until Fall 2019.	CHKS administration Other 0	CHKS Administration 5000-5999: Services And Other Operating Expenditures Tobacco-Use Prevention Education 0

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G3.8 Continue to provide Student Leadership through Club Live Program and ensure that seventh and eighth grade students attend annual REACH Leadership Conference at least once.	Seven students attended the REACH Conference (five-sixth graders and two-seventh graders). Eighth graders were offered attendance based on eligibility.	REACH Conference 5000-5999: Services And Other Operating Expenditures Tobacco-Use Prevention Education \$1000	REACH Conference 5000-5999: Services And Other Operating Expenditures Tobacco-Use Prevention Education 1000

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G3.9 Continue to provide healthy meals for school breakfast and lunch program by purchasing local, free range beef, organic fruits and vegetables and use of school garden produce. Maintain time for food service staff at 7 hours daily.	Free range beef, plant and harvest school garden, daily salad bar and more plant-based meals, partner with UCCE/Fresh Start for nutrition and physical education resources, declining enrollment led to reduction of food service hours.	Free Range Beef USDA 4000-4999: Books And Supplies Locally Defined \$1000 Food Service Worker 2000-2999: Classified Personnel Salaries Locally Defined 31935	Free Range Beef USDA 4000-4999: Books And Supplies Locally Defined 1173.46 Food Service Worker 2000-2999: Classified Personnel Salaries Locally Defined 15920.35 Food Service Worker 3000-3999: Employee Benefits Locally Defined 5658.70

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G3.10 Provide options for Independent Study (IS) to students and families who would benefit from the use of IS as an instructional strategy.	Independent Study Option is being offered, no students currently enrolled.	Stipends for Certificated Staff who facilitate Independent Study. 1000-1999: Certificated Personnel Salaries Base \$3,000 Materials for Independent Study students. 4000-4999: Books And Supplies Base \$1,000	Stipends for Certificated Staff who facilitate Independent Study 1000-1999: Certificated Personnel Salaries Base 0 Materials for Independent Study students. 4000-4999: Books And Supplies Base 0

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.

In order to maintain access to counseling services and support for mental health, suicide prevention, and attendance issues for targeted student groups who are engaged in at-risk behaviors or experiencing chronic absenteeism, CUESD offered weekly counseling to all students, Family Life (5th-8th grades), and the opportunity to attend the REACH Youth Leadership Conference. The district tracked attendance and sent SARB notices for attendance issues and chronic absenteeism along with holding meetings with parents. Supports for at-risk students included professional collaboration with Law enforcement (YCSO) and the YCOE Prevention Department.

CUESD continued to maintain and increase school facility safety and supports including one additional surveillance cameras, Catapult Trainings, Safety walk through with YCSO staff, Metal detector wand, Collaboration with law enforcement and YCOE for aerial photos.

Software, apps, and programs were used to actively engage targeted student groups in individual and group learning activities across curriculum areas including Renaissance Learning, Read Live, Khan Academy, Typing Programs, and Goalbook Pathways and Toolkit.

All school staff continued professional development through a Back to School Responsive Classroom Training Review, Restorative and Trauma-informed Practices for the whole staff to increase knowledge of strategies for implementing positive behavior supports that encouraged social emotional health, compassion, and kindness. Literature to increase knowledge of philosophy and strategies was made available to the whole staff on a voluntary basis.

Scholarships for targeted students to attend After School Program were offered for up to \$2500 annually. Teachers made recommendations for students who they determined would benefit from the extra homework support.

The CHKS was administered, results will not be available until Fall 2019.

Student Leadership was offered through the Club Live Program. Seven students attended the REACH Conference (five-sixth graders and two-seventh graders). Eighth graders were offered attendance based on eligibility.

CUESD continued to provide healthy meals for school breakfast and lunch program by purchasing local, free range beef, planting and harvesting the school garden to be used in the daily salad bar and serving more plant-based meals. They partnered with UCCE/Fresh Start for nutrition and physical education resources.

Options for Independent Study (IS) were offered to students and families who would benefit from the use of IS as an instructional strategy. No students enrolled in the 2018-19 school year.

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

The 2018-19 school year served as a year where the CUESD staff began the process of development and implementation of Multi-Tiered Systems of Support for students. Due to extremely challenging students behaviors at the Middle School Level and demographics, all staff was involved in looking at responses at each tier of academic, social, and behavioral need. While rates of chronic absenteeism, suspension, and expulsion rose, it presented staff with the opportunity to reflect on their practices, communicate with parents and the community, and identify resources and needs. In order to maintain a safe school climate, following many alternate forms of intervention; suspensions and expulsion were determined to be reasonable. Students and parents of students in grades K-6 expressed that their children felt safe and comfortable at school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences in budgeted expenditures and estimated actual expenses were due to Catapult second year charges were less than expected, safety curtains were not purchased, declining enrollment which led to a reduction of food service hours. More money was spent on books, technology and materials than expected. Saturday School was not implemented due to a lack of staffing. The Independent Study Option was not utilized by any families.

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.

As our counseling program was funded through grant money, we utilized funding to hire a Family Life teacher. It will be a priority to fill the parent liaison position and to hold after school interventions for targeted students. Saturday School or alternative attendance recovery program for students who have multiple unexcused absences, extended absences for illness, at risk of failing, or behavioral issues. Research was conducted and a plan for pilot implementation in 2019-20 school year is being developed. The plan includes offering one four-hour session each month from October through May. Each session will include a component of academics, team building, and social emotional learning. These changes can be found in the Annual Update, Goal 3 and the Goals, Actions, & Services Goal 3 section of the 2019-20 LCAP.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

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

The Camptonville Union Elementary District sought to fully engage all stakeholders throughout the planning process for this LCAP/Annual Review and Analysis. Our district is unique in that we are a single school district. Declining enrollment is projected to continue into the 2019-2020 school year. The eligible count for unduplicated target students population is currently 75.47%. Located in an isolated, rural area, we currently have no EL students enrolled. 20.75% of the student population qualifies for Special Education services and are served with an Individualized Education Plan (IEP).

Beginning on September 24, 2018, Camptonville School's Superintendent/Principal agendized and brought information regarding the Local Control Funding Formula (LCFF) and the Local Control Accountability Plan (LCAP) to the School Site Council. Members of Camptonville Elementary School's Site Council include one certificated staff member and one certificated alternate, one classified staff member and one alternate, three parent members, and the Superintendent/Principal. Additional information and discussions regarding review and analysis of goals, accountability tools (Dashboard), and state and local priorities were brought to subsequent Site Council Meetings on 11/05/18, 1/28/19, 3/5/19, 3/25/19, 4/25/19, and 5/30/19. On 11/05/18, an analysis of progress on academic achievement and proficiency was presented by the Superintendent/Principal, along with an overview of the CA School Dashboard Local Indicators, and evaluated responses from the 2017-18 Needs Assessment Survey. On 1/28/19, the Superintendent/Principal reported that single school districts like ours would be allowed to consolidate their Single Plan for Student Achievement (SPSA) with the LCAP. Progress on LCAP goals were reported. On 3/25/19, in preparation for the Family Learning Night and Stakeholder Engagement Meeting, an LCAP Actions/Services Implementation Progress Monitoring, that would be available to all stakeholder groups was reviewed.

All meetings are advertised in the monthly community newspaper, posted on the school's website, announced or e-mailed on the weekly Blackboard Connect parent messaging system, and included on weekly parent notes from classroom teachers and the monthly calendar/lunch menu sent home with all students. Agendas are posted at two sites at least 72 hours before meetings and publicized on the district/school website at www.cville.k12.ca.us.

In response to Needs Assessment responses from prior years and District Advisory Committee (DAC) concerns that parents needed more opportunities for input, a short survey to capture parent feedback was distributed to each parent during Parent-Teacher Conferences at the end of the first trimester in November (11/14, 11/15, & 11/16). In addition, due to low responses on our surveys in the 2016-17 school year and input from parents that the surveys were too long and not completely relevant, both the Needs

Assessment Surveys and Stakeholder Engagement Surveys were revised in 2018 in an attempt to make them more relevant and user-friendly.

The Site Council Meeting on 4/25/19 hosted a Family Learning Night and Stakeholder Engagement Meeting. Staff, students, parents, and community members were invited. This interactive event was held from 5:30 to 7 p.m. in the school gym. A pizza dinner was offered at 5:30 pm to encourage families to attend. In order to expand the original Family Math Night, students were given the opportunity to present and teach lessons across the curriculum at all grade levels that they had prepared with the support of their teachers to their parents, community members, and other students. Many of the lessons were interactive. Towards the end of the event, each family or participant was asked to fill out an LCAP Stakeholder Engagement Survey in return for ice cream sundaes served by our Site Council members. All LCAP goals, actions, and services were posted in a large poster format for participants to review and comment on if desired. The idea for a Family Math night came from feedback given by way of a short survey of parents following Parent Teacher Conferences in the Fall of 2015.

Staff was directly engaged in the LCAP process at monthly staff meetings (the second Wednesday of each month) beginning in October when all staff was given a summary of 2018-19 goals. Beginning with information for new staff, LCAP discussions continued monthly in order to solicit staff input and review progress on goals as well as evaluate a need for changes to existing goals, actions, and services. In addition, the crosswalk between MTSS Implementation and LCAP goals was monitored to see that they were aligned in a framework for improving systems of support. Staff was also given the opportunity to complete the Stakeholder Engagement Survey in April.

The Camptonville School Board of Trustees has been engaged in development of the LCAP through informational presentations or feedback (both written and verbal) by the Superintendent/Principal at monthly board meetings on 10/17/18, 11/28/18, 12/19/18, 1/16/19, 2/20/19, 3/20/19, 4/30/19 & 5/15/19. Additionally, they were presented with the LCAP Actions/Services Implementation Progress Monitoring updates. These meetings are advertised in the monthly community newspaper, announced and e-mailed through the weekly Blackboard Connect parent messaging system, posted on the District website at www.cville.k12.ca.us, and included on the monthly calendar/lunch menu which is sent home with all students. Agendas are posted at two sites at least 72 hours before meetings.

The School Site Council including the District Advisory Council (DAC) met on May 30, 2018 to review and provide input and comment on the LCAP draft. Responses to written comments were provided by the Superintendent.

On June 20, 2018, the Superintendent presented the final draft of the LCAP and conducted a public hearing at the School Board Meeting.

The Camptonville Union Elementary School Board of Trustees adopted the LCAP on June 27, 2018 during open session of their scheduled board meeting.

The involvement process for the annual update began early in the school year with a review of goals at our first Site Council meeting on 9/25/17.

LCAP progress monitoring for the 2018-19 school year was reviewed monthly at meetings of the School Site Council and District Advisory Council, staff, and School Board.

As mentioned above, regular review of LCAP goals for 2018-19 occurred at meetings of staff, Site Council, and the School Board. Goals were evaluated by the Site Council and staff in March and a meeting to gather information from stakeholders was held on 4/25/19 at which time a survey was distributed. Forty-six surveys were returned by parents, staff, students, and community members. The annual Needs Assessment Survey was sent home in late May.

Impact on LCAP and Annual Update

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

Parents, community members, students, certificated and classified staff, and other stakeholders have all been invited to participate and be involved in the development of the LCAP for the 2019-20 school year. Input was solicited on an ongoing basis.

Feedback collected at Staff, Site Council Meetings, Student Leadership, and School Board meetings in addition to input from parent surveys led to reflection.

Parents commonly express a need for more after school activities and athletics. The majority of parents also respond to the question about being more involved with the school by stating that they would be more involved with the school if they had more time. They clearly feel that their children need engaging and relevant instruction at all levels and abilities. Stakeholders at the meeting on 4/25/19 indicated that they appreciated nights that were not only informational, but fun like the Family Math Night. They particularly enjoyed having students leading the informational demonstrations of their math program. Parents overwhelmingly responded that they appreciated the revised surveys as they were much easier to understand and respond to.

Results of the Needs Assessment also show parent priorities that include:

1. Continued access to music, Visual and Performing Arts, and more after school enrichment opportunities for students in primary grades.
2. More consistent and effective social -emotional and behavior supports for students who require Tier 2 and Tier 3 interventions.
3. A need for improved communication with school staff regarding assemblies, classroom events, and field trips occurring in the primary grades.

Results from the administration of the 2018 CAASPP summative assessments were sent to parents and evaluated by staff. Certificated staff has also been tracking student progress data through reading and math diagnostic software and have concluded that continued collaborative consultation to plan specific interventions for students has helped us to make progress towards our

academic achievement goal. They determined that maintaining efforts in these areas will help them to inform curriculum and instruction and promote student achievement.

Staff continued to express the need for support for instruction in the areas of Social-emotional and Behavioral skills for students with Tier 2 and Tier 3 needs. .

Actions and services regarding professional development for all staff in the areas of Trauma Informed Care, PBIS, UDL, and Restorative Practices are included in the 2019-20 LCAP.

Feedback from parents, staff and other stakeholders indicate that there is a difference in perceptions of school climate and safety in the responses of students and parents of students in grades K-5 from the perceptions of students and parents and students in grades 6-8. This feedback has led staff to reflect and utilize the development of the MTSS framework to plan interventions for students in 6th through 8th grades. The addition of an art and drama teacher, and realigning the schedule to facilitate diverse learning opportunities for middle school students has been driven for what seems to be a need for more engagement.

More parents responded this year to surveys and attended functions such as Back-to School Night, Parent-Teacher Conferences, and Family Math Night. Family Math Night was created as actions and services in response to the need for increased Parent Engagement. The district is making progress in meeting these goals, although they continue to be responsive to feedback regarding the need for an improved district website and to the lack of comfort expressed by some parents regarding communication with classroom teachers and administration.

Continued evaluation and modification of goals, actions, and services as a result of stakeholder feedback adds to the clarity of the document and the relevance of the actions and services.

Some of the goals that were met this year included improvements in technology infrastructure, the implementation of a drumming program for all students. Daily student absences, chronic absenteeism, and student suspensions are all areas that need to be carefully addressed this year.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

1. We will improve proficiency towards state standards (English Language Arts, Mathematics, and Science) and increase engagement and achievement for all students.

State and/or Local Priorities addressed by this goal:

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

Local Priorities: School Site Council School Goals #1 & 2

Identified Need:

Students will make adequate yearly progress towards meeting and exceeding Common Core State Standards.

Increased student attainment and use of critical thinking skills, relevant problem solving, taking initiative, and perseverance in order to accomplish independent/group completion of academic tasks such as research, homework, and projects.

Professional development for teachers to develop effective methods, differentiate learning, and utilize instructional strategies that encourage collaboration, critical thinking, communication, and creativity and remove barriers and address the span of skill and ability for use in multi-graded classrooms so that all students can become expert learners.

Increased access to STEM curriculum.

Increased opportunities for year long Visual and Performing Arts instruction.

Improved infrastructure and access to 21st century learning tools.

Increased electronic access to standards-aligned instructional materials.

Availability of a broad range of coursework in all grades.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.1 Number of highly qualified FTE teachers in appropriate assignments.	100% of teachers were highly qualified in appropriate assignments at the beginning of the 2016-2017 school year.	Start year with 75% of highly qualified teachers in appropriate assignments. Those teachers with internship credentials should make progress in the program.	100% of highly qualified FTE teachers in appropriate assignments.	Maintain 100% of highly qualified FTE teachers in appropriate assignments.
1.2 Student standards-aligned instructional materials.	100% of students had access to standards-aligned instructional materials.	Maintain 100% access to standards-aligned instructional materials.	Maintain 100% access to standards-aligned instructional materials.	Maintain 100% access to standards-aligned instructional materials.
1.3 Students will have access to a broad course of study .	100% of students in grades K-8 participate in ELA, Mathematics, Social Studies, Science, PE, Foreign Language, and Health/Nutrition. Music was an integral part of the curriculum with direct instruction from a certificated music teacher one day a week throughout the school year. Additionally, students in grades 3-8 had access to variety of electives.	Maintain 100% of students in grades K-8 participating in ELA, Mathematics, Social Studies, Science, PE, Foreign Language, and Health/Nutrition. Music continues to be an integral part of the curriculum with direct instruction from qualified teacher or other resource available at least one trimester of the school year. Additionally, students in grades 3-8 continue to	Maintain 100% of students in grades K-8 participating in ELA, Mathematics, Social Studies, Science, PE, Foreign Language, and Health/Nutrition. Music continues to be an integral part of the curriculum with direct instruction from qualified teacher or other resource available at least one trimester of the school year. Additionally, students in grades 3-8 continue to	Maintain 100% of students in grades K-8 participating in ELA, Mathematics, Social Studies, Science, PE, Foreign Language, and Health/Nutrition. Music continues to be an integral part of the curriculum with direct instruction from qualified teacher or other resource available at least one trimester of the school year. Additionally, students in grades 3-8 continue to

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		have access to variety of electives.	have access to variety of electives.	have access to variety of electives.
1.4 CAASPP Scores for ELA and Mathematics and Science Pilot.	67% of students met or exceeded the standards for ELA on 2016 CAASPP. 50% of students met or exceeded the standards for Mathematics on 2016 CAASPP. 100% of fifth and eighth grade students participated in the Science Pilot on the 2017 CAASPP.	70% of students will meet or exceed standards for ELA. 55% of students will meet or exceed standards for Mathematics. Baseline scores will be established for fifth and 8th graders on the statewide science assessment.	70% of students will meet or exceed standards for ELA. 70% of students will meet or exceed standards for Mathematics. Baseline scores will be established for fifth and 8th graders taking the Science assessment.	70% of students will meet or exceed standards for ELA. 70% of students will meet or exceed standards for Mathematics. Scores on the Science assessment will increase by 2% for fifth and 8th grade students.
1.5 Percentage of 6th - 8th grade students participating in leadership, after school program, intervention, and sports.	74% of students in 6th - 8th grades participated in leadership, after school programs, and sports.	75% of students in 6th - 8th grades will participate in leadership, after school programs, and sports.	Maintain 75% of students in 6th - 8th grades participated in leadership, after school programs, and sports.	Maintain 75% of students in 6th - 8th grades participated in leadership, after school programs, and sports.
1.6 Implementation of Project-Based Learning	100% of teachers attended PBL summer workshops. A minimum of one project was piloted in each classroom/grade level.	100% of teachers will implement at least one PBL unit across curricular areas.	100% of teachers will implement two or more PBL units across curricular areas.	100% of teachers will regularly implement PBL units across curricular areas.
1.7 Ratio of computers/iPads per student.	Students in grades K-5 had 2:1 access to computers/iPads; 6-8 grades, 1:1 access to computers/iPads.	Maintain 2:1 access to computers/iPads for students in grades K-5; 1:1 access to computers/iPads for students in grades 6-8..	Maintain 2:1 access to computers/iPads for students in grades K-5; 1:1 access to computers/iPads for students in grades 6-8..	Maintain 2:1 access to computers/iPads for students in grades K-5; 1:1 access to computers/iPads for students in grades 6-8..

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.8 Class size in grades K-3,	Staffing was adequate to maintain an average of 20:1 class-size in grades K-3 for CSR.	Maintain appropriate staffing to maintain 24:1 class-size in grades K-3 for CSR.	Maintain appropriate staffing to maintain 24:1 class-size in grades K-3 for CSR.	Maintain appropriate staffing to maintain 24:1 class-size in grades K-3 for CSR.

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)

Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

G1.1 Professional Development for certificated teachers and paraeducators including workshops, additional workday, and coaching in Next Generation Science Standards (NGSS), Project-Based

2018-19 Actions/Services

G1.1 Professional Development for certificated teachers and paraeducators including workshops, additional workday, and coaching in NGSS, PBL, PBIS, Universal Design for Learning (UDL), and

2019-20 Actions/Services

G1.1 Professional Development for certificated teachers and paraeducators including workshops, additional workday, and coaching in NGSS, PBL, PBIS, Universal Design for Learning (UDL), and

Learning (PBL), and Positive Behavior Interventions and Supports (PBIS).

Restorative Practices/Trauma Informed Practices .

Restorative Practices/Trauma Informed Practices .

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7595	\$2932.41	\$500
Source	Title II	Title II	Title II
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development	5000-5999: Services And Other Operating Expenditures Professional Development	5000-5999: Services And Other Operating Expenditures Professional Development
Amount	\$1476	\$0	\$2000
Source	Title II	Title II	Other
Budget Reference	1000-1999: Certificated Personnel Salaries Professional Development	1000-1999: Certificated Personnel Salaries Professional Development	5000-5999: Services And Other Operating Expenditures Professional Development MTSS
Amount	\$5280	\$938.20	\$3,255
Source	Other	Other	Other
Budget Reference	1000-1999: Certificated Personnel Salaries Educator Effectiveness	1000-1999: Certificated Personnel Salaries MTSS Professional Development	1000-1999: Certificated Personnel Salaries MTSS Professional Development
Amount	\$4000	\$201.17	\$1,215
Source	Title I	Other	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Consultants	3000-3999: Employee Benefits Professional Consultants	3000-3999: Employee Benefits MTSS Employee Benefits

Amount		\$184.30	\$1285
Source		Title II	Other
Budget Reference		2000-2999: Classified Personnel Salaries Professional Development Classified	5000-5999: Services And Other Operating Expenditures Professional Development Classified (Classified Employee Block Grant)
Amount		\$2000.00	\$2000
Source		Other	Other
Budget Reference		4000-4999: Books And Supplies Goalbook (Low Performing Student Block Grant)	4000-4999: Books And Supplies Goalbook (Low Performing Student Block Grant)

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

Modified Action

2017-18 Actions/Services

G1.2 Continue to integrate visual and performing arts throughout the curriculum

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

Modified Action

2018-19 Actions/Services

G1.2 Continue to integrate visual and performing arts throughout the curriculum

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

Unchanged Action

2019-20 Actions/Services

G1.2 Continue to integrate visual and performing arts throughout the curriculum

by maintaining a part-time music teacher for all students in grades K-8.

by maintaining a part-time music/art/drama/movement teacher/instructor for all students in grades K-8.

by maintaining a part-time music/art/drama/movement teacher/instructor for all students in grades K-8.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3500	\$180	\$3300
Source	Base	Other	Title IV
Budget Reference	1000-1999: Certificated Personnel Salaries Music Teacher	5000-5999: Services And Other Operating Expenditures Carnegie Link-up/Music in the Mountains	1000-1999: Certificated Personnel Salaries Visual and Performing Arts Specialists
Amount			\$595
Source			Title IV
Budget Reference			3000-3999: Employee Benefits Visual and Performing Arts Specialist Employee Benefits

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)

Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

G1.3 Maintain three paraeducators and add additional time (1 x 1.25 hrs.daily) to deliver differentiated instruction and intervention that has been developed by highly qualified certificated staff to small groups of students including low income as well as utilizing research-based computer/internet applications and software to facilitate and support student learning at all levels and abilities.

2018-19 Actions/Services

G1.3 Maintain additional paraeducator time to deliver differentiated instruction and intervention that has been developed by highly qualified certificated staff to small groups of students including low income as well as utilizing research-based computer/internet applications and software to facilitate and support student learning at all levels and abilities.

2019-20 Actions/Services

G1.3 Maintain additional paraeducator time to deliver differentiated instruction and intervention that has been developed by highly qualified certificated staff to small groups of students including low income as well as utilizing research-based computer/internet applications and software to facilitate and support student learning at all levels and abilities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$87403	\$47952.55	\$46034
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Paraeducator Hours	2000-2999: Classified Personnel Salaries Paraeducator Hours	2000-2999: Classified Personnel Salaries Paraeducator Hours
Amount	\$17,018	\$28998.23	\$29372
Source	Title I	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 20% Title I Teacher	3000-3999: Employee Benefits Paraeducator Benefits	3000-3999: Employee Benefits Paraeducator Benefits

Amount		\$15653	\$16448
Source		Title I	Title I
Budget Reference		2000-2999: Classified Personnel Salaries Title I Paraeducator/Intervention Specialist	2000-2999: Classified Personnel Salaries Intervention Specialist
Amount		\$4417.97	\$5080
Source		Title I	Title I
Budget Reference		3000-3999: Employee Benefits Title I Paraeducator/Intervention Specialist	3000-3999: Employee Benefits Intervention Specialist

Action 4

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

Students to be Served:

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

Students with Disabilities
Specific Student Groups: Special Education

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 Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

G1.4 Maintain additional special education support to accommodate needs of students qualifying for services as determined by eligibility criteria on Individualized Education Plan (IEP).

G1.4 Maintain additional special education support to accommodate needs of students qualifying for services as determined by eligibility criteria on Individualized Education Plan (IEP).

G1.4 Maintain additional special education support to accommodate needs of students qualifying for services as determined by eligibility criteria on Individualized Education Plan (IEP).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$19,000	\$6720.76	\$6721
Source	Base	Other	Other
Budget Reference	1000-1999: Certificated Personnel Salaries 20% Certificated Special Education	1000-1999: Certificated Personnel Salaries 20% Certificated Special Education (Unrestricted/MTSS)	1000-1999: Certificated Personnel Salaries 20% Certificated Special Education (Unrestricted/MTSS)
Amount		\$2244.81	\$4950
Source		Other	Other
Budget Reference		3000-3999: Employee Benefits 20% Certificated Special Education Benefits (Unrestricted/MTSS)	3000-3999: Employee Benefits 20% Certificated Special Education Benefits (Unrestricted/MTSS)

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)

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 Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

G1.5 Hire part-time science specialist/STEM coordinator to collaborate with instructional staff on implementation of NGSS.

2018-19 Actions/Services

G1.5 Hire part-time Multiple Subject teacher to collaborate with instructional staff on implementation of NGSS, Universal Design for Learning (UDL), and Social Emotional Learning (SEL) practices.

2019-20 Actions/Services

G1.5 Realign master schedule for maximum use of instructional staff for collaboration and implementation of NGSS, Universal Design for Learning (UDL), and Social Emotional Learning (SEL) practices. Hire part-time Art Specialist.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30,399	\$13441.57	\$6000
Source	Base	Base	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 40% Certificated STEM Teacher	1000-1999: Certificated Personnel Salaries 40% Certificated Multiple Subject Teacher	1000-1999: Certificated Personnel Salaries Art Specialist 5 hr per wk x 36 weeks.
Amount		\$4449.52	\$990
Source		Base	Supplemental
Budget Reference		3000-3999: Employee Benefits 40% Certificated Multiple Subject Teacher Benefits	3000-3999: Employee Benefits Art Specialist Benefits

Action 6

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

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

[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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

G1.6 Teachers will implement Project Based Learning units across curriculum areas to engage students and encourage communication, collaboration, critical thinking, problem solving, and creativity through active investigation using independent and group research, resulting in performance –based outcomes.

2018-19 Actions/Services

G1.6 Teachers will implement Project Based Learning units across curriculum areas to engage students and encourage communication, collaboration, critical thinking, problem solving, and creativity through active investigation using independent and group research, resulting in performance –based outcomes.

2019-20 Actions/Services

G1.6 Teachers will implement Project Based Learning units across curriculum areas to engage students and encourage communication, collaboration, critical thinking, problem solving, and creativity through active investigation using independent and group research, resulting in performance –based outcomes.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	\$2,420	\$2,194
Source		Base	Base
Budget Reference	Field Trips & Materials	5000-5999: Services And Other Operating Expenditures Field Trips & Materials	5000-5999: Services And Other Operating Expenditures Field Trips & Materials

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)

Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

G1.7 Use technology programs to connect and support targeted student groups, parents, teachers, paraprofessionals, and leaders with electronic resources that can enrich learning opportunities by extending them into the home: School Insites, Renaissance Learning, Read Naturally, Khan Academy, Code.org, etc.

2018-19 Actions/Services

G1.7 Use technology programs to connect and support targeted student groups, parents, teachers, paraprofessionals, and leaders with electronic resources that can enrich learning opportunities by extending them into the home: Renaissance Learning, Read Naturally, Khan Academy, Code.org, etc.

2019-20 Actions/Services

G1.7 Use technology programs to connect and support targeted student groups, parents, teachers, paraprofessionals, and leaders with electronic resources that can enrich learning opportunities by extending them into the home: Renaissance Learning, Read Naturally, Khan Academy, Code.org, etc.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2649	\$3420	\$3,420
Source	Base	Lottery	Supplemental
Budget Reference	4000-4999: Books And Supplies Renaissance	4000-4999: Books And Supplies Renaissance	4000-4999: Books And Supplies Renaissance
Amount	\$1042	\$1900	\$2341
Source	Title I	Title I	Federal Funds
Budget Reference	4000-4999: Books And Supplies Intervention Materials	4000-4999: Books And Supplies Read Naturally and Alexandria Library Software	4000-4999: Books And Supplies Read Naturally and Alexandria Library Software

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

G1.8 Purchase and/or upgrade desktop computers, tablets, and other electronic

2018-19 Actions/Services

G1.8 Purchase and/or upgrade desktop computers, tablets, and other electronic

2019-20 Actions/Services

G1.8 Purchase and/or upgrade desktop computers, tablets, and other electronic

learning devices for classrooms and office. Utilize tech support to maintain upgrades to infrastructure and equipment. Train staff on new programs and management of data and storage.

learning devices for classrooms and office. Utilize tech support to maintain upgrades to infrastructure and equipment. Train staff on new programs and management of data and storage.

learning devices for classrooms and office. Utilize tech support to maintain upgrades to infrastructure and equipment. Train staff on new programs and management of data and storage.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$14,000	\$11,313.42	\$10,000
Source	Base	Federal Funds	Federal Funds
Budget Reference	5000-5999: Services And Other Operating Expenditures Technology	4000-4999: Books And Supplies Technology -REAP	4000-4999: Books And Supplies Technology-REAP

Action 9

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

Low Income

LEA-wide

All Schools

Actions/Services

	New Action	Unchanged Action
	G1.9 Provide additional minimum days as opportunities for UDL conferencing and collaborating between Professional Learning Community (teachers-paraeducators-specialists) to build variability, and identify and remove barriers to accessibility for targeted students.	G1.9 Maintain additional minimum days as opportunities for UDL conferencing and collaborating between PLC (teachers-paraeducators-specialists) to build variability and identify and remove barriers to accessibility for targeted students.

Budgeted Expenditures

Amount		\$0	\$600
Source		Title I	Base
Budget Reference		1000-1999: Certificated Personnel Salaries Five additional minimum days for PD	2000-2999: Classified Personnel Salaries Five additional minimum days for PD

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 2

2. Broaden relevant and meaningful opportunities for parents and community members that increase parent-school communication and involvement. Build parent capacity for understanding of Multi Tiered Systems of Support (MTSS), increased engagement, and support of student learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Increase rates of parent involvement of targeted groups in school policy and advocacy positions/roles.

Decrease rates of chronic absenteeism and unexcused absences.

Increase availability of resources for parents to assist students with schoolwork and parent access to 21st Century Learning Tools.

Increase opportunities for parents to understand and engage in elements of Multi-Tiered Systems of Support (Universal Design for Learning (UDL) and Social-Emotional Learning (SEL)).

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2.1 Percentage of parents who provide feedback and input to	100% of parents have access to opportunities to understand policies	Maintain 100% of parents who have access to opportunities	Maintain 100% of parents who have access to opportunities	Maintain 100% of parents who have access to opportunities

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
district policies and procedures.	and procedures and availability of opportunities to provide feedback and input to the district.	to understand policies and procedures and availability of opportunities to provide feedback and input to the district.	to understand policies and procedures and availability of opportunities to provide feedback and input to the district.	to understand policies and procedures and availability of opportunities to provide feedback and input to the district.
2.2 Number of parents who serve on or attend meetings of the School Site Council.	Two parents currently participate in programs for unduplicated pupils and special needs subgroups on the School Site Council/District Advisory Council.	Add one parent member to act as an alternate on the School Site Council/District Advisory Council for a total of three parent members.	Maintain three parent members on the School Site Council/District Advisory Council.	Maintain three parent members on the School Site Council/District Advisory Council.
2.3 Percentage of parents who have access to support for homework help.	100% of parents have access to support (websites, classroom teacher interventions, after school program) in order to help students with homework. An average of 33% of parents utilize homework support from the After School Program for their children.	100% of parents have access to support (websites, classroom teacher interventions, after school program) in order to help students with homework. Increase from 33% to 40% the number of parents who utilize homework support from the After School Program for their children.	100% of parents have access to support (websites, classroom teacher interventions, after school program) in order to help students with homework. Increase from 40% to 45% the number of parents who utilize homework support from the After School Program for their children.	100% of parents have access to support (websites, classroom teacher interventions, after school program) in order to help students with homework. Maintain at 45% the number of parents who utilize homework support from the After School Program for their children.
2.4 Annual percentage of students actually present.	Annual percentage of students actually present is 94.6%	Increase rate of days students are actually present to 97.5% (ended 17-18 with 89.6% rate of days students were actually present).	Increase rate of days students are actually present to 98%. (ended 18-19 with 87.7% rate of days students were actually present).	Increase rate of days students are actually present to 92%.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2.5 Chronic Absenteeism Rate	Chronic absenteeism rate increased from 4% to 8%.	Decrease chronic absenteeism rate to 6%.(ended 17-18 with 10.3% chronically absent)	Decrease chronic absenteeism rate to 5%(ended 18-19 with 11.3% chronically absent)	Decrease chronic absenteeism rate to 8%.
2.6 Middle School Dropout Rate	Middle School dropout rates was maintained at 0%.	Maintain Middle School dropout rate at 0%.	Maintain Middle School dropout rate at 0%.	Maintain Middle School dropout rate at 0%.
2.7 Pupil Suspension Rate	Pupil suspension rate increased from 5% to 9% at the end of the 2015-16 school year. Current suspension rate is 5%.	Decrease pupil suspension rate to 4%.(ended 17-18 with 11.3% suspension rate).	Decrease pupil suspension rate 3%.(ended 18-19 with 15.1% suspension rate).	Decrease pupil suspension rate to 4%.
2.8 Pupil Expulsion Rate	Pupil expulsion rate was maintained at 0%.	Maintain pupil expulsion rate at 0%.	Maintain pupil expulsion rate at 0%.(ended 18-19 with 1.9% expulsion rate).	Decrease pupil expulsion rate to 0%.

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)

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)

Low Income	LEA-wide	All Schools
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Actions/Services

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

2017-18 Actions/Services

G2.1 Maintain meaningful and relevant opportunities for parent involvement that increase parents' ability to understand and support students with schoolwork, and opportunities that highlight student projects and presentations: Back to School Night, Family Math and ELA Night, Winter Program, Talent Show, and Show It Off Day.

2018-19 Actions/Services

G2.1 Maintain meaningful and relevant opportunities for parent involvement that increase parents' ability to understand and engage in elements of Multi-Tiered Systems of Support (Universal Design for Learning (UDL) and Social-Emotional Learning (SEL)) and to understand and support students with schoolwork, and opportunities that highlight student projects and presentations: Back to School Night, Family Learning Night, Winter Program, and Talent Show.

2019-20 Actions/Services

G2.1 Maintain meaningful and relevant opportunities for parent involvement that increase parents' ability to understand and engage in elements of Multi-Tiered Systems of Support (Universal Design for Learning (UDL) and Social-Emotional Learning (SEL)) and to understand and support students with schoolwork, and opportunities that highlight student projects and presentations: Back to School Night, Family Learning Night, Winter Program, and Talent Show.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1000	\$1390.94	\$1000
Source	Title I	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials

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 Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

G2.2 Provide information and solicit feedback (verbally or from written surveys) at parent-teacher conferences on a 1:1 basis as to how parents would like to be more involved with the school and what additional information/resources would be helpful.

2018-19 Actions/Services

G2.2 Provide information and solicit feedback (verbally or from written surveys) at parent-teacher conferences on a 1:1 basis as to how parents would like to be more involved with the school and what additional information/resources would be helpful.

2019-20 Actions/Services

G2.2 Provide information and solicit feedback (verbally or from written surveys) at parent-teacher conferences on a 1:1 basis as to how parents would like to be more involved with the school and what additional information/resources would be helpful.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0

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)

Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

G2.3 Increase ways to contact and engage parents of target students through use of district website, social media, Blackboard Message, and bi-annual coffee and conversation with the principal, and lunch passes for parents for improved student attendance.

2018-19 Actions/Services

G2.3 Continue to increase ways to contact and engage parents of target students through use of district website, social media, and bi-annual coffee and conversation with the principal, and lunch passes for parents for improved student attendance.

2019-20 Actions/Services

G2.3 Continue to increase ways to contact and engage parents of target students through use of district website, social media, bi-annual coffee and conversation with the principal, and incentives for parents for improved student attendance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$198	\$198	\$198
Source	Base	Base	Base
Budget Reference	5900: Communications Blackboard Message	5900: Communications Blackboard Message	5900: Communications Blackboard Message
Amount	\$1535	\$1200	\$2000
Source	Base	Base	Base
Budget Reference	5900: Communications Website Hosting	5900: Communications Website Hosting	5900: Communications Website Hosting

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)

Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

G2.4 Continue and expand co-sponsorship of after-school program, enrichment, Prevention Early Intervention (PEI) funding of activities for school-age children, and adult/family programs in conjunction with the Camptonville Community Partnership (CCP/Resource Center).

2018-19 Actions/Services

G2.4 Continue and expand co-sponsorship of after-school program, enrichment, Prevention Early Intervention (PEI) funding of activities for school-age children, and adult/family programs in conjunction with the Camptonville Community Partnership (CCP/Resource Center).

2019-20 Actions/Services

G2.4 Continue and expand co-sponsorship of after-school program, enrichment, Teen Rally Point Nights, Prevention Early Intervention (PEI) funding of activities for school-age children, and adult/family programs in conjunction with the Camptonville Community Partnership (CCP/Resource Center). Staff from CUESD and CCP meet monthly to review data and collaborate on relevant needs of school and community.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2500	\$2000	\$2500
Source	Title I	Title I	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures After School Program Scholarships	5000-5999: Services And Other Operating Expenditures After School Program Scholarships	5000-5999: Services And Other Operating Expenditures After School Program Scholarships

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)

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 Action

2017-18 Actions/Services

G2.5 Provide progress reports for students in fifth through eighth grades and hold additional second trimester parent-teacher conferences for at-risk students .

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

Unchanged Action

2018-19 Actions/Services

G2.5 Provide progress reports for students in fifth through eighth grades and hold additional second trimester parent-teacher conferences for at-risk students .

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

Unchanged Action

2019-20 Actions/Services

G2.5 Provide progress reports for students in fifth through eighth grades and hold additional second trimester parent-teacher conferences for at-risk students .

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500	\$0	\$500
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Substitutes	1000-1999: Certificated Personnel Salaries Certificated Substitutes	1000-1999: Certificated Personnel Salaries Certificated Substitutes

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 Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

G2.6 Hold Student Success Team (SST) Meetings for students in grades K-8 who are significantly struggling in areas of academics, social/emotional/behavioral, and attendance.

2018-19 Actions/Services

G2.6 Hold Student Success Team (SST) Meetings for students in grades K-8 who are significantly struggling in areas of academics, social/emotional/behavioral, and attendance.

2019-20 Actions/Services

G2.6 Hold Student Success Team (SST) Meetings for students in grades K-8 who are significantly struggling in areas of academics, social/emotional/behavioral, and attendance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500	0	\$500
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Substitutes	1000-1999: Certificated Personnel Salaries Certificated Substitutes	1000-1999: Certificated Personnel Salaries Certificated Substitutes

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)

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 Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

G2.7 Utilize and expand parent-liaison position to connect with parents of students who are engaged in at-risk behaviors or experiencing chronic absenteeism.

2018-19 Actions/Services

G2.7 Utilize and expand parent-liaison position (as needed) to connect with parents of students who are engaged in at-risk behaviors or experiencing chronic absenteeism.

2019-20 Actions/Services

G2.7 Utilize MTSS liaison position (as needed) to connect with parents of students who are engaged in at-risk behaviors or experiencing chronic absenteeism and to act as Kindness Coordinator with Student Leadership Team.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$400	\$0	\$400
Source	Base	Base	Other
Budget Reference	2000-2999: Classified Personnel Salaries Parent Liaison	2000-2999: Classified Personnel Salaries Parent Liaison	2000-2999: Classified Personnel Salaries Parent Liaison (MTSS)

Action 8

[Add Students to be Served selection here]

All Schools

[Add Location(s) selection here]

OR

Low Income

[Add Students to be Served selection here]

LEA-wide

[Add Scope of Services selection here]

All Schools

[Add Location(s) selection here]

Actions/Services

		New Action
		G2.8 Jointly develop an updated Title I Parent and Family Engagement Policy and coinciding School-Parent Compact with input from parents and family members of participating children.

Budgeted Expenditures

Amount			\$500
Source			Supplemental
Budget Reference			7000-7439: Other Outgo Light refreshments and child care for parent meetings

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 3

3. Using a tiered approach to support positive school climate, accessible curriculum, and positive behavior intervention, all students will be educated in healthy environments that are accessible, engaging, safe, supportive, and conducive to high achievement in academic, civic, and social-emotional learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
Local Priorities: School Site Council SPSA Goal #2

Identified Need:

Decrease rates of chronic absenteeism for students.

Improve academic outcomes for students who are chronically absent

Decrease rates of students reporting at-risk behavior of self and peers.

Local and accessible mental health resources for students and families.

Increase positive behavior supports that encourage student accountability and engagement.

All-staff training in positive behavioral interventions and supports(PBIS), restorative practices, trauma-informed practices, and school-wide norms and expectations.

Increase availability of organic, locally sourced ingredients on breakfast and lunch menus.

Increase engagement in after school sports and activities.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3.1 Annual Rate of Students Actually present.	Current rate of days students were actually present for the 2016-17 school year is 94.6%.	Increase rate of days students are actually present to 97.5% (ended 17-18 with 89.6% rate of days students were actually present).	Increase rate of days students are actually present to 98% (ended 18-19 with 87.7% rate of days students were actually present)..	Increase rate of days students are actually present to 92%.
3.2 Chronic Absenteeism Rate	Rate of chronic absenteeism is 8%.	Reduce rate of chronic absenteeism to 6% (ended 17-18 with 10.3% chronically absent).	Reduce rate of chronic absenteeism to 5% (ended 18-19 with 11.3% chronically absent).	Reduce rate of chronic absenteeism to 8%.
3.3 Middle School Dropout Rate	Middle school dropout rate is currently 0%.	Maintain middle school dropout rate at 0%.	Maintain middle school dropout rate at 0%.	Maintain middle school dropout rate at 0%.
3.4 Pupil Suspension Rate	Suspension rate is currently 5%.	Reduce suspension rate to 4% (ended 17-18 with 11.3% suspension rate).	Reduce suspension rate to 3% (ended 18-19 with 15.1% suspension rate).	Reduce suspension rate to 4%.
3.5 Pupil Expulsion Rate	Pupil expulsion rate is currently 0%.	Maintain pupil expulsion rate at 0%.	Maintain pupil expulsion rate at 0% (ended 18-19 with 1.9% expulsion rate).	Decrease pupil expulsion rate to 0%.
3.6 Percentage of students in grades six through eight that perceive school as being safe or very safe as reported on the CHKS.	Percentage of students in grades six through eight that perceive school as being safe or very safe as reported on the CHKS is currently 50%.	Increase percentage of students in grades six through eight that perceive school as being safe or very safe as reported on the CHKS to 60%.	Increase percentage of students in grades six through eight that perceive school as being safe or very safe as reported on the CHKS to 70%.	Increase percentage of students in grades six through eight that perceive school as being safe or very safe as reported on the CHKS to 80%.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

G3.1 Provide access to counseling services and support for mental health, suicide prevention, and attendance issues including parent liaison services to connect with targeted student groups who are engaged in at-risk behaviors or experiencing chronic absenteeism.

2018-19 Actions/Services

G3.1 Maintain access to counseling services and support for mental health, suicide prevention, and attendance issues including parent liaison services to connect with targeted student groups who are engaged in at-risk behaviors or experiencing chronic absenteeism.

2019-20 Actions/Services

G3.1 Provide access to counseling services and support for mental health, suicide prevention, and attendance issues. Utilize school and community resources and services(family life teacher, MTSS Parent Liaison/Student Leadership Kindness Coordinator, YCSO, and YCOE Prevention services, CCP, etc.) to connect with targeted student groups who are engaged in at-risk behaviors or experiencing chronic absenteeism.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3500	\$2250	\$2250
Source	Other	Other	Title IV
Budget Reference	5000-5999: Services And Other Operating Expenditures Harmony Health Services	5000-5999: Services And Other Operating Expenditures Family Life Teacher	5000-5999: Services And Other Operating Expenditures Family Life Teacher
Amount	\$400	\$0	\$0
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries Parent Liaison	2000-2999: Classified Personnel Salaries Parent Liaison	2000-2999: Classified Personnel Salaries Reference Goal 2 Action 7

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

Modified Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Modified Action

2019-20 Actions/Services

G3.2 Increase school facility safety and supports to secure campus including traffic control and surveillance cameras, ALICE Training for all staff, and implementation of Catapult EMS.

G3.2 Continue to maintain and increase as needed school facility safety and supports including surveillance cameras, additional signage on campus, ALICE Training for all staff, and implementation of Catapult EMS.

G3.2 Continue to maintain and increase as needed school facility safety and supports including surveillance cameras, Safety Training for all staff, and implementation of Catapult EMS.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$787	\$499	\$499
Source	Base	Title IV	Title IV
Budget Reference	5000-5999: Services And Other Operating Expenditures Catapult	5000-5999: Services And Other Operating Expenditures Catapult	5000-5999: Services And Other Operating Expenditures Catapult
Amount	\$1161	\$361	\$861
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Window repair, fire extinguisher, amphitheater bench repair	5000-5999: Services And Other Operating Expenditures Fire extinguishers	5000-5999: Services And Other Operating Expenditures Wood for Amphitheater, fire extinguishers
Amount	\$1500	\$1500	\$3000
Source	Base	Base	Title IV
Budget Reference	4000-4999: Books And Supplies Safety Curtains	4000-4999: Books And Supplies Safety Curtains	4000-4999: Books And Supplies Repair Safety Curtains, door locks

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)

Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

G3.3 Use of software, apps, and programs that actively engage targeted student groups in individual and group learning activities across curriculum areas and provide data from computer-based learning that informs and improves instruction.

2018-19 Actions/Services

G3.3 Continue use of software, apps, and programs that actively engage targeted student groups in individual and group learning activities across curriculum areas and provide data from computer-based learning that informs and improves instruction.

2019-20 Actions/Services

G3.3 Continue use of software, apps, and programs that actively engage targeted student groups in individual and group learning activities across curriculum areas and provide data from computer-based learning that informs and improves instruction. Provide targeted after school intervention for students for students not meeting benchmarks.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2641	\$4570	\$2520
Source	Lottery	Base	Base
Budget Reference	4000-4999: Books And Supplies Project-based learning materials, Jupiter Ed	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials

Amount			\$4752
Source			Supplemental
Budget Reference			1000-1999: Certificated Personnel Salaries After School Interventions (3 teachers x 1 hr per week for 36 weeks)

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

Modified Action

2017-18 Actions/Services

G3.4 All school staff engage in professional development through Responsive Classroom Training, to increase knowledge of strategies for implementing positive behavior supports that encourage social emotional health, compassion, and kindness.

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

Modified Action

2018-19 Actions/Services

G3.4 All school staff continue professional development through Responsive Classroom Training, Restorative and Trauma-informed Practices to increase knowledge of strategies for implementing positive behavior supports that encourage

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

Unchanged Action

2019-20 Actions/Services

G3.4 All school staff continue professional development through Responsive Classroom Training, Restorative and Trauma-informed Practices to increase knowledge of strategies for implementing positive behavior supports that encourage

social emotional health, compassion, and kindness.

social emotional health, compassion, and kindness.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	Title II	Title II	Title II
Budget Reference	5000-5999: Services And Other Operating Expenditures Reference Goal 1, Action 1	5000-5999: Services And Other Operating Expenditures Reference Goal 1, Action 1	5000-5999: Services And Other Operating Expenditures Reference Goal 1, Action 1

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)

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

Modified Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

G3.5 Implement Saturday School or alternative attendance recovery program for students who have chronic absences

2018-19 Actions/Services

G3.5 Implement Saturday School or alternative attendance recovery program for students who have chronic absences

2019-20 Actions/Services

G3.5 Implement Saturday Success School or alternative attendance recovery program once a month from October

(received second SARB letter) or are at-risk of failing.

(received second SARB letter) or are at-risk of failing.

through May to help support those students needing additional help making up work due to large numbers of absences (excused and unexcused), being at risk of failing a subject, or behavioral issues.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	\$0	\$2,000
Source	Base	Base	Other
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Salaries	1000-1999: Certificated Personnel Salaries Teacher Salaries	1000-1999: Certificated Personnel Salaries Teacher Hours for SS (MTSS)
Amount			\$330
Source			Other
Budget Reference			3000-3999: Employee Benefits Certificated Benefits (MTSS)
Amount			\$600
Source			Other
Budget Reference			2000-2999: Classified Personnel Salaries Classified Hours for SS (MTSS)
Amount			\$100
Source			Other
Budget Reference			3000-3999: Employee Benefits Classified Benefits (MTSS)

Action 6

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

G3.6 Maintain scholarships for targeted students to attend After School Program.

2018-19 Actions/Services

G3.6 Maintain scholarships for targeted students to attend After School Program.

2019-20 Actions/Services

G3.6 Maintain scholarships for targeted students to attend After School Program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures After School Program Scholarships	5000-5999: Services And Other Operating Expenditures Reference Goal 2, Action 4	5000-5999: Services And Other Operating Expenditures Reference Goal 2, Action 4

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)

All

Location(s):

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

All Schools
Specific Grade Spans: 3rd - 8th

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

G3.7 Continue to administer California Healthy Kids Survey (CHKS) annually.

2018-19 Actions/Services

G3.7 Continue to administer CHKS on a biennial basis. Administer Stakeholder Engagement Survey to students and staff annually.

2019-20 Actions/Services

G3.7 Continue to administer CHKS on a biennial basis. Administer Stakeholder Engagement Survey to students and staff annually.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	Other	Other	Other
Budget Reference	CHKS administration	CHKS administration	CHKS administration

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
Specific Grade Spans: 6th-8th

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

G3.8 Provide Student Leadership through Club Live Program and ensure that seventh and eighth grade students attend annual REACH Leadership Conference at least once.

2018-19 Actions/Services

G3.8 Continue to provide Student Leadership through Club Live Program and ensure that seventh and eighth grade students attend annual REACH Leadership Conference at least once.

2019-20 Actions/Services

G3.8 Continue to provide Student Leadership through Club Live Program and ensure that eligible seventh and eighth grade students are given the opportunity to attend the REACH Leadership Conference.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1500	\$1000	\$1000
Source	Base	Tobacco-Use Prevention Education	Tobacco-Use Prevention Education
Budget Reference	5000-5999: Services And Other Operating Expenditures REACH Conference	5000-5999: Services And Other Operating Expenditures REACH Conference	5000-5999: Services And Other Operating Expenditures REACH Conference

Action 9

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

G3.9 Provide healthy meals for school breakfast and lunch program by purchasing local, free range beef, organic fruits and vegetables and use of school garden produce. Maintain time for food service staff at 7 hours daily.

2018-19 Actions/Services

G3.9 Continue to provide healthy meals for school breakfast and lunch program by purchasing local, free range beef, organic fruits and vegetables and use of school garden produce. Reduce food service staff to 5.5 hours due to declining enrollment.

2019-20 Actions/Services

G3.9 Continue to provide healthy meals for school breakfast and lunch program by purchasing local, free range beef, organic fruits and vegetables and use of school garden produce. Maintain time for food service staff at 5.5 hours daily.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1000	\$1173.46	\$1000
Source	Locally Defined	Locally Defined	Locally Defined
Budget Reference	4000-4999: Books And Supplies Free Range Beef USDA	4000-4999: Books And Supplies Free Range Beef USDA	4000-4999: Books And Supplies Free Range Beef USDA
Amount	\$31005	\$15920.35	\$16000
Source	Locally Defined	Locally Defined	Locally Defined
Budget Reference	2000-2999: Classified Personnel Salaries Food Service Worker	2000-2999: Classified Personnel Salaries Food Service Worker	2000-2999: Classified Personnel Salaries Food Service Worker

Amount		\$5658.70	\$6000
Source		Locally Defined	Locally Defined
Budget Reference		3000-3999: Employee Benefits Food Service Worker	3000-3999: Employee Benefits Food Service Worker

Action 10

All	All Schools
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OR

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

	New Action	Modified Action
	G3.10 Provide options for Independent Study (IS) to students and families who would benefit from the use of IS as an instructional strategy.	G3.10 Provide options for Independent Study (IS) to students and families who would benefit from the long term or short term use of IS as an instructional strategy.

Budgeted Expenditures

Amount		\$1100	\$3,000
Source		Base	Base
Budget Reference		1000-1999: Certificated Personnel Salaries Stipends for Certificated Staff who facilitate long-term or short-term Independent Study .	1000-1999: Certificated Personnel Salaries Stipends for Certificated Staff who facilitate long term or short-term Independent Study.
Amount		\$0	\$1,000
Source		Base	Base
Budget Reference		4000-4999: Books And Supplies Materials for Independent Study students.	4000-4999: Books And Supplies Materials for Independent Study students.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$95,341

Percentage to Increase or Improve Services

23.72%

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).

CUESD has budgeted expenditures of \$91,078 from the Local Control Funding Formula Estimated Supplemental grant funds based on 75.47% enrollment of unduplicated pupils to pay for the classified salaries and benefits of paraeducators. In addition, these funds will be used to pay for the salaries of a part-time art teacher, research-based online diagnostic and intervention programs, support for the development of an updated Parent and Family Engagement Policy, and certificated staff time to deliver after school interventions for targeted students. This is an increase of over 18% from spending of \$76,951 in 2018-19. In addition to this quantitative increase, services for unduplicated pupils will increase qualitatively through additional structured opportunities for all instructional staff to analyze data and collaborate on strategies and supports for removing barriers to accessibility for targeted students. The ongoing development of an MTSS framework to support students with needs for intervention at the Tier 2 and Tier 3 Level are the driving force behind these services.

Goal 1.3 Maintain three paraeducators and add additional time (1 x 1.25 hrs.daily) to deliver differentiated instruction and intervention that has been developed by highly qualified certificated staff to small groups of students including low income as well as utilizing research-based computer/internet applications and software to facilitate and support student learning at all levels and abilities. The services provided by hiring paraeducators benefit students on an LEA-wide basis as it allows for smaller sized learning groups or 1:1 direct instruction when necessary, and for instruction to be differentiated to accommodate the learning needs of targeted low income students. Priorities 1, 2, and 4.

Goal 1.5 Realign master schedule for maximum use of instructional staff for collaboration and implementation of NGSS, Universal Design for Learning (UDL), and Social Emotional Learning (UDL), and Social Emotional Learning (SEL) practices. Hire part-time Art Specialist. Priorities 1, 4, 5, & 7.

Realigning the master schedule and hiring an Art teacher will benefit targeted students by providing multiple means of engagement,

representation, and expression of learning. This is particularly crucial in our small, rural environment where students have the same classroom teacher for up to three years. Varying the schedule for middle school students who have started to lose interest will provide options for sustaining effort and persistence, self-regulation, perception, and comprehension.

Goal 1.7 Use technology programs to connect and support targeted student groups, parents, teachers, paraprofessionals, and leaders with electronic resources that can enrich learning opportunities by extending them into the home: School InSites, Renaissance Learning, Read Naturally, Khan Academy, Code.org, etc. Priorities 3, 4, and 5

Students will benefit by having access to information outside of school. Parents can also interact with the programs that their children are using to gain better understanding of the curriculum in order to provide support at home.

G1.9 Provide additional minimum days as opportunities for UDL conferencing and collaborating between PLC (teachers-paraeducators-specialists) to build variability and identify and remove barriers to accessibility for targeted students. Priorities 1, 2 and 4.

The maintenance of five minimum days for conferencing and collaboration will support instructional staff in their ability to build variability and remove barriers to learning for all students, particularly those low income students performing below standard.

G2.8 Jointly develop an updated Title I Parent and Family Engagement Policy and coinciding School-Parent Compact with input from parents and family members of participating children. Priorities 3, 5, & 6.

Students benefit when their parents are involved, engaged, and understand school policies. Issues such as chronic absenteeism and school discipline can be addressed with a team approach when parents are part of the decision making process.

G3.3 Continue use of software, apps, and programs that actively engage targeted student groups in individual and group learning activities across curriculum areas and provide data from computer-based learning that informs and improves instruction. Provide targeted after school intervention for students for students not meeting benchmarks. Priorities 4, 5, & 6.

This service insures that targeted students will have extra time and extra support from certificated teachers to make progress in areas of need (academic, social, and behavioral).

The following improved actions/services are being funded and provided on an LEA-wide basis:

Goal 1.1: Professional Development for certificated teachers and paraeducators including workshops, additional workday, and coaching in NGSS, PBL, PBIS, Universal Design for Learning (UDL), and Restorative Practices/Trauma Informed Practices. Priority 2

Goal 2.3 Increase ways to contact and engage parents of targeted students through use of district website, social media, Blackboard Message, and bi-annual coffee and conversation with the principal, and lunch passes for parents for improved student attendance.

Priority 3

Goal 2.4 Continue and expand co-sponsorship of after-school program, enrichment, Prevention Early Intervention (PEI) funding of activities for school-age children, and adult/family programs in conjunction with the Camptonville Community Partnership (CCP/Resource Center). Priorities 3, 4, 5 and 6

Goal 3.6 Maintain scholarships for targeted students to attend After School Program. Priorities 4, 5 and 6

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$82,911

Percentage to Increase or Improve Services

17.84%

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).

CUESD is budgeting the total amount of \$82,911 from the Local Control Funding Formula Estimated Supplemental grant funds based on 67.63% enrollment of unduplicated pupils to pay for the classified salaries and benefits of paraeducators. This is an increase of over 11% from spending of \$74,058 in 2017-18. In addition to this quantitative increase, services for unduplicated pupils will increase qualitatively through additional opportunities for teacher/para conferencing to remove barriers to accessibility for targeted students.

Goal 1.3 Maintain three paraeducators and add additional time (1 x 1.25 hrs.daily) to deliver differentiated instruction and intervention that has been developed by highly qualified certificated staff to small groups of students including low income as well as utilizing research-based computer/internet applications and software to facilitate and support student learning at all levels and abilities. The services provided by hiring paraeducators benefit students on an LEA-wide basis as it allows for smaller sized learning groups or 1:1 direct instruction when necessary, and for instruction to be differentiated to accommodate the learning needs of targeted low income students. Priorities 1, 2, and 4.

G1.9 Provide additional minimum days as opportunities for UDL conferencing and collaborating between PLC (teachers-paraeducators-specialists) to build variability and identify and remove barriers to accessibility for targeted students. The maintenance of five minimum days for conferencing and collaboration will support instructional staff in their ability to build variability and remove barriers to learning for all students, particularly those low income students performing below standard. Priorities 1, 2 and 4.

The following improved actions/services are being funded and provided on an LEA-wide basis:

Goal 1.1:Professional Development for certificated teachers and paraeducators including workshops, additional workday, and coaching in NGSS, PBL, PBIS, Universal Design for Learning (UDL), and Restorative Practices/Trauma Informed Practices. Priority 2

Goal 1.7 Use technology programs to connect and support targeted student groups, parents, teachers, paraprofessionals, and leaders with electronic resources that can enrich learning opportunities by extending them into the home: School InSites, Renaissance Learning, Read Naturally, Khan Academy, Code.org, etc. Priorities 3, 4, and 5

Goal 2.3 Increase ways to contact and engage parents of targeted students through use of district website, social media, Blackboard Message, and bi-annual coffee and conversation with the principal, and lunch passes for parents for improved student attendance. Priority 3

Goal 2.4 Continue and expand co-sponsorship of after-school program, enrichment, Prevention Early Intervention (PEI) funding of activities for school-age children, and adult/family programs in conjunction with the Camptonville Community Partnership (CCP/Resource Center). Priorities 3, 4, 5 and 6

Goal 3.3 Use of software, apps, and programs that actively engage targeted student groups in individual and group learning activities across curriculum areas and provide data from computer-based learning that informs and improves instruction. Priorities 4, 5 and 6

Goal 3.6 Maintain scholarships for targeted students to attend After School Program. Priorities 4, 5 and 6

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$74,991	14.67%

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

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

CUESD is using the total amount of \$74,991 from the Local Control Funding Formula Estimated Supplemental grant funds based on 58% enrollment of unduplicated pupils to pay for the classified salaries and benefits of paraeducators. This is an increase of over 14.67% from spending of \$52,230 in 2016-17.

Goal 1.3 Maintain three paraeducators and add additional time (1 x 1.25 hrs.daily) to deliver differentiated instruction and intervention that has been developed by highly qualified certificated staff to small groups of students including low income as well as utilizing research-based computer/internet applications and software to facilitate and support student learning at all levels and abilities. The services provided by hiring paraeducators benefit students on an LEA-wide basis as it allows for smaller sized learning groups or 1:1 direct instruction when necessary, and for instruction to be differentiated to accommodate the learning needs of targeted low income students. Priorities 1, 2, and 4.

The following improved actions/services are being funded and provided on an LEA-wide basis:

Goal 1.1: Professional Development for certificated teachers and paraeducators including workshops, additional workday, and coaching in NGSS, PBL, and PBIS. Priority 2

Goal 1.7 Use technology programs to connect and support targeted student groups, parents, teachers, paraprofessionals, and leaders with electronic resources that can enrich learning opportunities by extending them into the home: School InSites, Renaissance Learning, Read Naturally, Khan Academy, Code.org, etc. Priorities 3, 4, and 5

Goal 2.3 Increase ways to contact and engage parents of target students through use of district website, social media, Blackboard Message, and bi-annual coffee and conversation with the principal, and lunch passes for parents for improved student attendance. Priority 3

Goal 2.4 Continue and expand co-sponsorship of after-school program, enrichment, Prevention Early Intervention (PEI) funding of activities for school-age children, and adult/family programs in conjunction with the Camptonville Community Partnership (CCP/Resource Center). Priorities 3, 4, 5 and 6

Goal 3.3 Use of software, apps, and programs that actively engage targeted student groups in individual and group learning activities across curriculum areas and provide data from computer-based learning that informs and improves instruction. Priorities 4, 5 and 6

Goal 3.6 Maintain scholarships for targeted students to attend After School Program. Priorities 4, 5 and 6

Resources:

Leading Attendance: A Toolkit for Principals: How Principals Can Make a Difference in Reducing Chronic Absenteeism:
<http://www.attendanceworks.org/tools/schools/principals/>.

Miller, Andrew. Edutopia. 6 Strategies for differentiated instruction in project-based learning.
<https://www.edutopia.org/blog/differentiated-instruction-strategies-pbl-andrew-miller>.

Rimm--Kaufman, S. E., Fan, X., Chiu,Y. I., and You,W. In press.The contribution of the Responsive Classroom approach on children's academic achievement: Results from a three year longitudinal study. Journal of School Psychology.

Start a School-Based HHealth Center: Various Ways to Start a School-Based Health Center (SBHC) or Expand a Program to Further Reduce Chronic Absenteeism:
<https://www.schoolhealthcenters.org/start-up-and-operations/start-an-sbhc/>.

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 California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

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

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

Comprehensive Support and Improvement

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

(1) For a 4-Year Cohort Graduation Rate:

- (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
- (B) The total number of students in the cohort.
- (C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

- (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
- (B) The number of students in the DASS graduation cohort.
- (C) Divide (1) by (2).

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	239,814.00	183,669.36	243,489.00	188,189.36	200,810.00	632,488.36
	0.00	0.00	0.00	0.00	0.00	0.00
Base	79,057.00	26,640.09	78,029.00	29,240.09	13,373.00	120,642.09
Federal Funds	10,000.00	11,313.42	0.00	11,313.42	12,341.00	23,654.42
Locally Defined	32,935.00	22,932.51	32,005.00	22,752.51	23,000.00	77,757.51
Lottery	0.00	3,420.00	2,641.00	3,420.00	0.00	6,061.00
Other	8,500.00	14,334.94	8,780.00	14,534.94	24,856.00	48,170.94
Special Education	0.00	0.00	0.00	0.00	0.00	0.00
Supplemental	79,384.00	78,341.72	87,403.00	78,341.72	92,068.00	257,812.72
Title I	22,663.00	22,070.97	25,560.00	23,970.97	24,028.00	73,558.97
Title II	6,275.00	3,116.71	9,071.00	3,116.71	500.00	12,687.71
Title IV	0.00	499.00	0.00	499.00	9,644.00	10,143.00
Tobacco-Use Prevention Education	1,000.00	1,000.00	0.00	1,000.00	1,000.00	2,000.00

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	239,814.00	183,669.36	243,489.00	188,189.36	200,810.00	632,488.36
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	69,238.00	21,100.53	77,673.00	22,200.53	30,028.00	129,901.53
2000-2999: Classified Personnel Salaries	130,392.00	79,710.20	119,208.00	79,710.20	80,082.00	279,000.20
3000-3999: Employee Benefits	0.00	45,950.40	0.00	45,970.40	48,632.00	94,602.40
4000-4999: Books And Supplies	22,403.00	23,867.82	9,832.00	27,267.82	26,281.00	63,380.82
5000-5999: Services And Other Operating Expenditures	16,048.00	11,642.41	35,043.00	11,642.41	13,089.00	59,774.41
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	0.00	0.00	0.00	0.00
5900: Communications	1,733.00	1,398.00	1,733.00	1,398.00	2,198.00	5,329.00
6000-6999: Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	0.00	0.00	0.00	0.00	500.00	500.00
Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	239,814.00	183,669.36	243,489.00	188,189.36	200,810.00	632,488.36
		0.00	0.00	0.00	0.00	0.00	0.00
	Other	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	63,363.00	13,441.57	53,899.00	14,541.57	4,000.00	72,440.57
1000-1999: Certificated Personnel Salaries	Other	5,000.00	7,658.96	5,280.00	7,658.96	11,976.00	24,914.96
1000-1999: Certificated Personnel Salaries	Special Education	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	0.00	0.00	0.00	0.00	10,752.00	10,752.00
1000-1999: Certificated Personnel Salaries	Title I	600.00	0.00	17,018.00	0.00	0.00	17,018.00
1000-1999: Certificated Personnel Salaries	Title II	275.00	0.00	1,476.00	0.00	0.00	1,476.00
1000-1999: Certificated Personnel Salaries	Title IV	0.00	0.00	0.00	0.00	3,300.00	3,300.00
2000-2999: Classified Personnel Salaries	Base	800.00	0.00	800.00	0.00	600.00	1,400.00
2000-2999: Classified Personnel Salaries	Locally Defined	31,935.00	15,920.35	31,005.00	15,920.35	16,000.00	62,925.35
2000-2999: Classified Personnel Salaries	Other	0.00	0.00	0.00	0.00	1,000.00	1,000.00
2000-2999: Classified Personnel Salaries	Special Education	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	78,384.00	47,952.55	87,403.00	47,952.55	46,034.00	181,389.55
2000-2999: Classified Personnel Salaries	Title I	19,273.00	15,653.00	0.00	15,653.00	16,448.00	32,101.00
2000-2999: Classified Personnel Salaries	Title II	0.00	184.30	0.00	184.30	0.00	184.30
3000-3999: Employee Benefits	Base	0.00	4,449.52	0.00	4,449.52	0.00	4,449.52
3000-3999: Employee Benefits	Locally Defined	0.00	5,658.70	0.00	5,658.70	6,000.00	11,658.70

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
3000-3999: Employee Benefits	Other	0.00	2,425.98	0.00	2,445.98	6,595.00	9,040.98
3000-3999: Employee Benefits	Supplemental	0.00	28,998.23	0.00	28,998.23	30,362.00	59,360.23
3000-3999: Employee Benefits	Title I	0.00	4,417.97	0.00	4,417.97	5,080.00	9,497.97
3000-3999: Employee Benefits	Title IV	0.00	0.00	0.00	0.00	595.00	595.00
4000-4999: Books And Supplies	Base	10,113.00	4,570.00	4,149.00	6,070.00	3,520.00	13,739.00
4000-4999: Books And Supplies	Federal Funds	10,000.00	11,313.42	0.00	11,313.42	12,341.00	23,654.42
4000-4999: Books And Supplies	Locally Defined	1,000.00	1,173.46	1,000.00	1,173.46	1,000.00	3,173.46
4000-4999: Books And Supplies	Lottery	0.00	3,420.00	2,641.00	3,420.00	0.00	6,061.00
4000-4999: Books And Supplies	Other	0.00	2,000.00	0.00	2,000.00	2,000.00	4,000.00
4000-4999: Books And Supplies	Supplemental	1,000.00	1,390.94	0.00	1,390.94	4,420.00	5,810.94
4000-4999: Books And Supplies	Title I	290.00	0.00	2,042.00	1,900.00	0.00	3,942.00
4000-4999: Books And Supplies	Title IV	0.00	0.00	0.00	0.00	3,000.00	3,000.00
5000-5999: Services And Other Operating Expenditures	Base	3,048.00	2,781.00	17,448.00	2,781.00	3,055.00	23,284.00
5000-5999: Services And Other Operating Expenditures	Locally Defined	0.00	180.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Other	3,500.00	2,250.00	3,500.00	2,430.00	3,285.00	9,215.00
5000-5999: Services And Other Operating Expenditures	Special Education	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Title I	2,500.00	2,000.00	6,500.00	2,000.00	2,500.00	11,000.00
5000-5999: Services And Other Operating Expenditures	Title II	6,000.00	2,932.41	7,595.00	2,932.41	500.00	11,027.41

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5000-5999: Services And Other Operating Expenditures	Title IV	0.00	499.00	0.00	499.00	2,749.00	3,248.00
5000-5999: Services And Other Operating Expenditures	Tobacco-Use Prevention Education	1,000.00	1,000.00	0.00	1,000.00	1,000.00	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	Tobacco-Use Prevention Education	0.00	0.00	0.00	0.00	0.00	0.00
5900: Communications	Base	1,733.00	1,398.00	1,733.00	1,398.00	2,198.00	5,329.00
6000-6999: Capital Outlay	Federal Funds	0.00	0.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	Supplemental	0.00	0.00	0.00	0.00	500.00	500.00
Not Applicable	Other	0.00	0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Goal						
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	183,557.00	147,447.91	193,362.00	149,367.91	148,300.00	491,029.91
Goal 2	6,633.00	4,788.94	6,633.00	4,788.94	7,598.00	19,019.94
Goal 3	49,624.00	31,432.51	43,494.00	34,032.51	44,912.00	122,438.51

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

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					