

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
Millville Elementary School District	Mindy DeSantis Superintendent	mrs.desantis@millvilleschool.net (530) 547-4471

2017-20 Plan Summary

The Story

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

Founded in 1856, Millville Elementary School District is a firmly established and integral part of the small, rural ranching community of Millville. Located just 15 miles east of Redding, CA, Millville School has a current enrollment of approximately 260 students, pre-kindergarten through 8th grade. Our small school atmosphere allows us to get to know every student and to provide an education that caters to each student's individual needs.

Families play an important role in the success of our school and of our students. We encourage and are pleased to have many parent volunteers at school. The opportunities for parent involvement at Millville Elementary School are many, including our parent group, Parents and Teachers for Kids (PTK), as well as volunteer opportunities in the classrooms, on field trips, and much more. The PTK is the primary drive behind many innovative programs, community events and services such as Spelling Bees, Back-to-School Night, Book Fairs, Open House dinner, and the Halloween Carnival. Within the classroom are more opportunities for parental involvement: administering assessments, correcting papers, reading with students, and assisting with student centers. In addition, parents can volunteer to coach sports and academic teams, judge at the Science Fair, participate as art docents, work in the gardens, participate on Site Council, and attend field trips. Millville acknowledges the work of our volunteers through an annual volunteer appreciation breakfast, and by recognizing a “Volunteer of the Year” at our annual Awards Night. We at Millville Elementary School appreciate the enormous contribution our parents bring to our school and understand the role parent support plays in making Millville the exceptional school that it is.

Our primary purpose at Millville School is to develop a love of learning in our students by providing a high-quality, standards-based education that is enhanced by arts, music, clubs and sports. Our low income student population is 42% and is composed of both high achieving and low achieving students. Millville School serves high achieving students through GATE and challenge activities in

the classroom. Those students who need additional remediation support receive it through Title I, the "11:30 Read", aide support, reading and math intervention groups and tutors.

At Millville School, we strive to create an educational environment that provides the basis for participation in a democratic society by promoting critical thinking, developing a sense of responsibility and self-esteem, encouraging independence of opinion and action, and nurturing respect for others.

Providing a quality and comprehensive education for our students is only achievable through the efforts of our professional and caring staff, supportive families, and an involved community. It is through the combined efforts of our staff and community, on behalf of our students, that Millville School truly is "A Great Place to Learn."

(Millville School has a "0" English Learner Population)

LCAP Highlights

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

In the 18-19 Local Control Accountability Plan Millville School will be focusing on connecting students to school and continuing to address instructional strategies for those students who have experienced trauma in their lives.

Our stakeholder groups have utilized the state priorities listed below as a foundation to compose our 18/19 LCAP, focusing on connecting students to school through a safe environment, activities and instructional strategies along with recognizing the needs of students who have experienced adverse situations in their lives.

Priority 1 (Basic Conditions at School) School facilities are maintained and in good repair, access to standards aligned instructional materials, teachers have appropriate credentials and are assigned accordingly.

Priority 2 (Implementation of State Academic Standards) Professional development, adoption of materials, actions on standards including ELD. Tools to evaluate progress, includes self certification on the CA School Dashboard.

Priority 3 (Parent Involvement & Input) Local tools to evaluate progress such as student / parent survey along with the use of the CA School Dashboard.

Priority 4 (Student Achievement) Academic Indicators Grades 3-8 ELA / Math SBAC results, English Language Progress Indicator by use of CELDT proficiency rates.

Priority 5 (Student Engagement) Chronic Absenteeism rates, middle school drop out rate, suspension rate, expulsion rate.

Priority 6 (School Climate) Locally chosen tool such as parent / student survey to evaluate progress of school climate, participation in clubs and sports, explain report through the CA School Dashboard, report results to the governing board in a public hearing.

Priority 7 (Course Access) Provide a broad course of study, programs and services developed and provided to unduplicated pupils, programs and services developed and provided to individuals with exceptional needs on both ends of the academic spectrum.

Priority 8 (Other Student Outcomes) Student outcomes in subject areas, well rounded education, other student outcomes SBAC, life skills courses grades 6-8, STEM courses, RHS K-3 Reading literacy grant measured by SBAC , STAR reading AIMS Web.

Review of Performance

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

Greatest Progress

On the California Dashboard, Millville School falls in the blue Performance Level in math and suspension rate, and in the green Performance Level in language arts. The results on the California State Dashboard indicate low income students at our school are doing very well in math and have a low suspension rate.

We have no State or Local Performance Indicators for which Performance Levels were in orange or red.

Local academic indicator results show increased improvement due to the successful implementation of the following programs:

Summer School

Reading Intervention

Friday Afternoon Academic Support: 2 hours of targeted instruction

Gate Classes

Art/Music

Individualized tutoring programs

Connecting students to school through: School wide kindness campaign / Culture of Kindness, Girls Helping Girls, Big Little Brothers, Drop in the Bucket Compliment Program, Kindness Tree, Kinder-buddies and lunch time clubs.

Counseling services provided including mental health services to students and families in need of support to help ensure emotional health and academic excellence.

Millville School plans to continue all of the above noted academic programs in order to maintain our successes in math and language arts. To assure our suspension rate remains below 1%, we will continue to offer our Friday Afternoon Academic Support as well as emotional support and counseling. Lastly, in order to continue to strengthen and improve student connectivity to school, we will maintain our current social and relational improvement programs and activities with the intention of developing more of them as the need arises.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined

need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Millville Elementary School District has increased and improved services for unduplicated students.

On the California Dashboard, the math scores for the low socioeconomic population of students fell into the yellow Performance Level indicating additional attention was needed for this population. In answer to this issue, Millville School started an after school tutoring program specifically targeting those students who fell in the yellow Performance Level. Each grade level teacher took part in the after school tutoring program.

We have no state or local performance indicators in the red/orange Performance Level or not met/not met for two or more years.

Millville Elementary School District plans to maintain and improve the successes it has achieved by continuing to provide and expand current programs offered to all students, with an emphasis on those students who fell in the yellow Performance Level.

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

Performance Gaps

There were no student groups who were two or more performance levels below the "all student" performance indicator, our overall student population was in the green category.

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

Increased or Improved services

Millville School will increase or improve services for our low-income and foster youth by offering professional development opportunities and instructional strategy training to our classroom teachers to address the needs of the lower socioeconomic population and foster youth and/or those who have experienced trauma in their lives; counseling and psychological services will also be offered.

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$2,682,764

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

\$202,619.00

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

LCAP Goals and Actions address select programs and actions; regular operating expenses for administration, maintenance and operations, and regular classroom instruction not specifically included.

DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$2,158,733

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 1

All students will reach their highest potential and participate in a broad course of study, while developing and maintaining an enthusiasm for learning.

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 3: Parental Involvement (Engagement)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Priority 1: Local Indicator/ Instructional materials

100% of pupils in the school district had sufficient access to the standards-aligned instructional materials as determined pursuant to Section 60119.

Expected

17-18
100% of pupils in the school district will have sufficient access to the standards-aligned instructional materials

Metric/Indicator
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool

17-18
Students will receive 100% standards based instruction as witnessed by administrator walk through.

Baseline
Students received 100% standards based instruction as witnessed by administrator walk through.

Metric/Indicator
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool

17-18
Parent involvement in the classrooms will increase to 34% including parents of unduplicated pupils and students with exceptional needs.

Baseline
Parent involvement in the classrooms will increased by 3% from 31%, including parents of unduplicated pupils and students with exceptional needs.

Metric/Indicator
Priority 4: State Indicator/Academic Indicator/English Language Progress Indicator

17-18
EL Population currently at 0%.

Baseline
EL Population currently at 0%.

Actual

Implementation of the academic content and performance standards including math and ELA/ELD, monitored and measured by teacher professional development and observed via administrative observation.

Parent involvement in the classrooms measured as a baseline to be 31%, parent involvement increased 27% to 58%.

EL Population was 0%.

Expected

Actual

Metric/Indicator

Priority 7: Local Metric/A broad course of study

17-18

100% of students in grades K-8, including unduplicated and special education students, will participate in a broad course of study; including but not limited to, math, language arts, social science, health, science, visual and performing arts and physical education.

Baseline

100% of students in grades K-8, including unduplicated and special education students, participated in a broad course of study; including but not limited to, math, language arts, social science, health, science, visual and performing arts and physical education.

100% of students in grades K-8 participated in a broad course of study. Weekly intervention was offered to 100% of the unduplicated students who qualified. GATE services were offered to 100% of the unduplicated students who qualified. Electives were offered to grades 6-8 including applied arts and sign language. Foreign Language and career and technical courses are planned for the future; instructors were not available in the 17/18 school year. American Sign Language will continue to be offered.

17-18

Because Millville is a K-8 district, the following state required metrics do not apply: A-G, AP Pass Rate, EAP, High School Dropout Rate and High School Graduation Rate.

Baseline

Because Millville is a K-8 district, the following state required metrics do not apply: A-G, AP Pass Rate, EAP, High School Dropout Rate and High School Graduation Rate.

Because Millville is a K-8 district, the following state required metrics do not apply: A-G, AP Pass Rate, EAP, High School Dropout Rate and High School Graduation Rate.

Baseline

Baseline

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 current level of standards-aligned instructional materials in each core subject across K-8	Purchased standards-aligned instructional materials in each core subject.	Program 7156, Obj 4140 0000: Unrestricted 0000 \$10,000	Program 7156, Obj 4140 0000: Unrestricted 0000 \$21,500
			Resource 6300, Obj 4140 Other \$9,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students achieving in the lower 50% of the AIMS Web test in Language Arts will receive intervention using current, scientifically based intervention program.	Students achieving in the lower 50% of the AIMS Web test in Language Arts received intervention using current scientifically based intervention program.	no budgeted expenditures this year (18/19) Maintain standards aligned instructional materials 0000: Unrestricted	Intervention Included in Action 4, Standards Aligned Materials Included in Action 1

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students who scored in the top 10% of the AIMS Web test in Language Arts and are recommended by their teacher, will participate in a Gifted and Talented Program.	Students who scored in the top 10% of the AIMS Web test in Language Arts and or math, or scored Standards Exceeded on the CAASPP and were recommended by their teacher, participated in a Gifted and Talented Program.	Gifted and Talented challenge curriculum and activities: services provided by GATE teacher. Res 0000, pgm 7140, Obj 1000s – 5000s 0000: Unrestricted 0000 38734	Gifted and Talented challenge curriculum and activities: services provided by GATE teacher. Res 0000, pgm 7140, Obj 1000s – 5000s 0000: Unrestricted 0000 \$21,541
			Gifted and Talented challenge curriculum and activities: services provided by GATE teacher. Res 0100, pgm 7140, Obj 1000s – 5000s 0001-0999: Unrestricted: Locally Defined 0100 \$8,016

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For low income pupils: 1.Students achieving in the lower 50% of the AIMS Web test in Language Arts will receive weekly intervention using current, scientifically based intervention program.</p>	<p>Low income pupils who scored in the lower 50% on the AIMS Web test or scored Standards Nearly Met or Standards Not Met on the CAASPP in Language Arts received intervention using current scientifically based intervention program.</p>	<p>Depending on the results of intervention and GATE services in the 16-17 school year, the following will be adjusted to better serve our students: Reading Intervention: services provided by a Reading Specialist and instructional aides. Res 0100, program 1002 0001-0999: Unrestricted: Locally Defined 0100 112297</p> <p>Summer School Intervention, Estimated Expense Res 0100, program 0167 0001-0999: Unrestricted: Locally Defined 0100 7131</p> <p>After School and Saturday Intervention, Estimated Expense Res 0100, program 1004 0001-0999: Unrestricted: Locally Defined 0100 5864</p>	<p>Depending on the results of intervention and GATE services in the 16-17 school year, the following will be adjusted to better serve our students: Reading Intervention: services provided by a Reading Specialist and instructional aides. Res 0100, program 1002 0001-0999: Unrestricted: Locally Defined 0100 \$121,630</p> <p>Summer School Intervention, Estimated Expense Res 0100, program 0167 0001-0999: Unrestricted: Locally Defined 0100 \$6,995</p> <p>After School and Saturday Intervention, Estimated Expense Res 0100, program 1004 0001-0999: Unrestricted: Locally Defined 0100 \$9,343</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Students who scored in the top 25% on the AIMS Web in Language Arts and/or with teacher recommendation will receive challenge activities in a pull out group.</p>	<p>Students who scored in the top 25% of the AIMS Web test in Language Arts or scored in the Standards Met on the CAASPP, and were recommended by their teacher, participated in the High Achieving component of the Gifted and Talented Program.</p>	<p>Included in expenses in Goal 1, Action 3</p>	<p>Included in expenses in Goal 1, Action 3</p>

Action 6

Planned

Actual

Budgeted

Estimated Actual

Actions/Services

Students in Grades K-8 will participate in the minimum number of minutes required in each curriculum area.

Actions/Services

All students in grades K-8 participated in the minimum number of instructional minutes required in each curriculum area.

Expenditures

No added costs identified.

Expenditures

No added costs identified.

Action 7

**Planned
Actions/Services**

Grades 6-8 will be offered technical classes and art as an elective option. Will investigate Foreign Language Options.

**Actual
Actions/Services**

Electives were offered to grades 6-8 including applied arts. American Sign Language was offered as a Foreign Language; career and technical courses are planned for the future; instructors were not available in the 17/18 school year

**Budgeted
Expenditures**

No added costs identified.

**Estimated Actual
Expenditures**

No added costs identified.

Action 8

**Planned
Actions/Services**

Teachers will receive professional development in standards aligned instructional materials, including digital components of the curriculum. Professional development courses will assist teachers in accessing, monitoring and measuring student achievement.

**Actual
Actions/Services**

Teachers received professional development in standards aligned instructional materials, including digital components of the curriculum. The completion of professional development courses assisted teachers in accessing, monitoring and measuring student achievement.

**Budgeted
Expenditures**

Resource 6264 5000-5999: Services And Other Operating Expenditures Other \$4,300

No Additional Costs; included in Regular Teacher Salaries for collaboration, professional development days 0000: Unrestricted 0000

**Estimated Actual
Expenditures**

Resource 0000, obj 1000-5000s, Mgr 001 Stf Dev 0000: Unrestricted Base \$4,473

No additional costs for collaboration

Action 9

**Planned
Actions/Services**

Maintain opportunity for parent involvement through Site Council,

**Actual
Actions/Services**

Parent involvement was maintained through Site Council

**Budgeted
Expenditures**

No added costs identified.

**Estimated Actual
Expenditures**

No added costs identified.

PTK, school survey, newsletter and the school website

membership, Parents and Teachers for Kids (PTK) membership, the school survey, circulation of the weekly school newsletter, volunteer opportunities in the classroom and on campus, parent participation in the lunchtime activities for students and access to the school website.

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implementation of the academic content and performance standards will include math, ELA/ELD and science monitored and measured by teacher professional development.	Implementation of the academic content and performance standards included math, ELA/ELD and science was monitored and measured by teacher professional development and administration observation.	Professional Development. No additional costs currently anticipated beyond existing salaries and benefits - collaboration time, etc. 5000-5999: Services And Other Operating Expenditures Base \$0	Included in Action 8

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The district will integrate into its electives for students in grades 7-8 a foreign language. The school will review offering career and technical courses in the future.	Electives were offered to grades 6-8 including applied arts. American Sign Language was offered as a Foreign Language; career and technical courses are planned for the future; instructors were not available in the 17/18 school year	No additional cost	No additional cost

Analysis

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

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

The overall implementation of the actions/services achieved the articulated goal demonstrated by the results on the Status and Change report of the CA Dashboard which show all student performance in the green performance level and no students in the red or orange categories.

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

The overall implementation of the actions/services achieved the articulated goal demonstrated by the results on the Status and Change report of the CA Dashboard which show all student performance in the green performance level and no students in the red or orange categories.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1 - Unexpected additional expense for adopted materials. Action 4 - Increased activities for intervention

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

No changes made to this goal.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 2

Goal #2

Promote a positive, engaging learning environment that is aligned to the CCSS, where students are connected to their school.

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 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Priority 1: Local Indicator/Teacher credential

17-18

Maintain 100% of teachers to be appropriately credentialed

Metric/Indicator

Priority 1: Local Indicator/ Facilities in good repair

Actual

Maintained a staff of highly qualified teachers and involved staff.

Maintained facility inspection tool; FIT showing facilities at exemplary status.

Expected

17-18

All facilities to remain in good or better repair as measured by the FIT Tool.

Baseline

All facilities are in good or better repair as measured by the FIT Tool.

Metric/Indicator

Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results

17-18

70% of students will meet or exceed standards on the English Language Arts Smarter Balanced Assessment.

Baseline

67% of students met or exceeded standards on the English Language Arts Smarter Balanced Assessment.

Metric/Indicator

Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results

17-18

67% of students will meet or exceed standards on the mathematics Smarter Balanced Assessment.

Baseline

64.1% of students met or exceeded standards on the mathematics Smarter Balanced Assessment.

Metric/Indicator

Priority 6: Local Indicator/Local tool for school climate

Actual

68% of students met or exceeded standards on the English Language Arts Smarter Balanced Assessment.

64% of students met or exceeded standards on the mathematics Smarter Balanced Assessment

77% of students in grades 4-8 were recognized at academic awards assemblies by the end of the school year.

24% of students in grades 1-8 met Principal's Math Challenge benchmark.

Expected

17-18

A 3% added goal will result in 88% of 4-8 grade students to be recognized at Academic Assemblies by the end of the school year.

Increase goal by 10%;
31% goal to meet PMC benchmark for all 1-8 grade students

Baseline

85% of 4-8 grade students recognized at Academic Assemblies during the 16-17 school year.

21% of 1-8 students reached Principals Math Challenge benchmarks based 16-17 school year

Metric/Indicator

Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.)

17-18

60% goal of teachers to be involved on committees

Baseline

The number of teachers involved on committees increased to 50%.

Metric/Indicator

Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.)

17-18

Add 3% new goal 77%; of those students who can improve their GPA over the year.

Baseline

Grade Point Average has improved for 74% of those students who can improve over the year.

Metric/Indicator

Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates

17-18

Goal to be 4% Chronic absenteeism rate (more than 10% of days or 18 days)

Baseline

6% Chronic absenteeism rate was documented in the 16-17 school year (more than 10% of attendance days or 18 days)

Actual

36% of teachers were involved on committees.

Grade point average improved in 54% of those students in grades 4-8 whose GPA could improve.

1% Chronic absentee rate in grades K-8.

Expected

Metric/Indicator

Priority 5: Local Metric/Middle school dropout rate

17-18

Maintain a 0% Middle School Drop-out rate

Baseline

Maintain a 0% Middle School Drop-out rate

Metric/Indicator

Priority 5: Local Metric/Student Engagement/School attendance rates

17-18

Maintain or improve school attendance rate at 95%

Maintain Tardy rate at less than 1%.

Baseline

Maintain school attendance rate at 95%

Maintain Tardy rate at less than 1%.

Metric/Indicator

Priority 6: State Indicator/Student Suspension Indicator

17-18

Maintain a less than 2% suspension and expulsion rate.

Baseline

suspension and expulsion rate was documented at 0% for the 16-17 baseline year.

Actual

The drop-out rate in middle school was 0%.

Attendance rate for the 17/18 school year was measured at 95.21%.

Tardy rate for the 17/18 school year was measured at .2%.

Suspension rate was .4% in the 17/18 school year. Expulsion rate was 0%.

Actions / Services

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

Action 1

Planned

Actual

Budgeted

Estimated Actual

Actions/Services

Academic Recognition Program: Host student recognition assemblies three times a year during which students are acknowledged for academic successes.

Actions/Services

Academic recognition programs were completed; student recognition assemblies were held three times during the school year, students were acknowledged for academic successes. Awards were presented during the assemblies, parents and families were invited to attend.

Expenditures

Academic Recognition Programs trimesterly Res 0000, pgm 1005 0000: Unrestricted 0000 \$2,000

Expenditures

Academic Recognition Programs trimesterly Res 0000, pgm 1005 0000: Unrestricted 0000 \$2,000

Action 2

**Planned
Actions/Services**

Positive Social Skills programs (Girls Helping Girls, Developmental Assets, Manners Club) programs that support students make positive choices and develop relationships.

Documented staff time with adoptee, Developmental Assets at 15 minutes per week, average.

**Actual
Actions/Services**

Positive social skills programs were offered to all students. Club meetings were held throughout the school year. The positive skills activities resulted in students making good choices and developing positive and meaningful relationships with their peers and staff members thus enhancing their connection to school.

Developmental Asset time was encouraged by the administration and resulted in students feeling connected to their school and supported by staff members, who provided positive role models and developed meaningful relationships with students.

Developmental asset time was noted to be effective in creating positive relationships between

**Budgeted
Expenditures**

No additional costs identified

**Estimated Actual
Expenditures**

No additional costs identified

individual students and their adopted staff member; this program was implemented throughout the school year and was encouraged on Mondays each week.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Campus Beautification and Safety : Weekly class campus clean up; annual community "Lend a Hand Day"</p> <p>Maintain Facilities in good condition</p>	<p>Weekly campus clean up days were held throughout the year; each class was assigned a week to help clean up the campus.</p> <p>A community lend a hand day was held in the fall in conjunction with the community sponsored "Old Millville Days" celebration.</p> <p>The facilities were maintained in exemplary condition per the results of the Facilities Inspection Tool (FIT).</p>	<p>Weekly class campus clean up; annual community "Lend a Hand Day" No additional expenditures for weekend volunteers, \$1,000 supplies from school custodial budget, res 0000, pgm 8200, obj 4515. 0000: Unrestricted Base \$1,000</p>	<p>Weekly class campus clean up; annual community "Lend a Hand Day" No additional expenditures for weekend volunteers, \$1,000 supplies from school custodial budget, res 0000, pgm 8200, obj 4515. 0000: Unrestricted Base \$1,000</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Highly qualified Teachers and involved staff: Teachers maintain professional development in State</p>	<p>Included in Goal 1, Action 2.</p>	<p>Included in Goal 1, Action 8</p>	<p>Included in Goal 1, Action 8</p>

Standards including ELA, Math and NGSS and maintain proper credentials

Examples of professional development to include STEM, Childhood Trauma Academy, GATES grant to improve literacy.



Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Extra-curricular activities: (sports, academic competition, clubs) maintain sports programs academic competitions such as spelling bees, Odyssey of the Mind and Science Fair.</p>	<p>Academic recognition programs were completed; student recognition assemblies were held three times during the school year, students were acknowledged for academic successes. Awards were presented during the assemblies, parents and families were invited to attend.</p> <p>Spelling Bee competitions for Grades 1-8 were held in the winter. Shasta County Spelling Bee was also sponsored by Millville School for students in Millville School and throughout the county.</p> <p>Students attended and won first place in the Odyssey of the Mind regional competition. Students participated in a school wide science fair.</p> <p>Sports Programs were maintained and included cross country, volleyball, soccer, and basketball.</p>	<p>No additional costs identified</p>	<p>No additional costs identified</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Contract with Shasta County Office of Education to provide training in the ELA/ELD Framework and Standards for all teachers.	Included in Goal, Action 10.	No additional costs identified	No additional costs identified

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
State Standards ELA/ELD Materials Pilot	No costs identified in the 17/18 LCAP. The ELA/ELD materials pilot was completed in 16/17. State Instructional materials for grades K-5 Wonders / grades 6-8 Study Sync (digital) Mc Graw Hill publisher.	Budgeted Expense included in Goal 1, Action 1 4000-4999: Books And Supplies Base \$0	Budgeted Expense included in Goal 1, Action 1

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The ELA/ELD pilot was completed in the 16/17 school year, textbooks and materials have been purchased to sustained sufficient instructional materials for 100% of students, including unduplicated and special education students.	All students including unduplicated and special education students have sufficient ELA/ELD textbooks and materials.	Budgeted Funds included in Goal 2, Action 7 4000-4999: Books And Supplies Base 0	Budgeted Funds included in Goal 1, Action 1

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Teachers will utilize professional development strategies in the ELA/ELD framework. Teachers will access, monitor and measure student achievement for 100% of students including the unduplicated and special education student populations.

Teachers continued to utilize professional development strategies in the ELA/ELD framework. Teachers continued to access, monitor and measure student achievement for all students including the unduplicated and special education student populations.

Professional Learning Opportunities for Staff. No additional costs currently anticipated other than existing salaries and benefits through collaboration, etc. 5000-5999: Services And Other Operating Expenditures Base \$0

Professional Development Expense included in Goal 1, Action 8.

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 promote a positive, engaging learning environment that is aligned to the Common Core State Standards where students are connected to their school, lunchtime activities and clubs were instituted which were open to grades K-8 and enjoyed a near 53% participation rate. In addition, positive social skills programs (Girls Helping Girls, Developmental Assets, Big Brothers, Manners Club, Open Mic) continued to be offered throughout the school year to 100% of students. Academic recognition programs were held three times this year which 100% of K-3 students were recognized for academic achievement and 77% of students in grades 4-8 were recognized for academic achievement.

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

The overall effectiveness of the action/services implemented in order to achieve the articulated goal as measured by the LEA can be demonstrated by the percentage of students recognized at academic recognition programs (100% of K-3, 77% 4-8), time spent with developmental assets "adoptees" resulting in positive relationships with students and their staff role models. The percentage of students participating in clubs and sports was 53%. Campus clean up and additional extra curricular participation in academic competitions such as spelling bees and Odyssey of the Mind demonstrates the actions/services have been effective in achieving the articulated goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was no material differences in budgeted and actual expenditures for the actions in goal 2.

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

No changes were made to this goal either in actions/services, expected outcome, metrics.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 3

Goal #3 Maintain the unique culture and atmosphere of our school.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool

17-18

The goal for parent involvement is to increase by an additional 3% from 31% to 34%, parent involvement will result in greater student success for all students, including unduplicated students and students with exceptional needs.

Metric/Indicator

Priority 6: Local Indicator/Local tool for school climate

Actual

Parent involvement was measured at 58%.

100% of all students from grades 1-8 were including unduplicated and special education students participated in a school climate survey during classroom time. The student survey results will be tabulated over the summer.

Student participation in school based clubs/lunchtime activities/sports was 53%.

Expected

17-18

100% of families will be invited to participate in a school climate survey.

100% of students in grades 1st through 8th will participate in a school climate survey during school hours.

Student participation in school based clubs will increase by 10% to 16%, as compared to the baseline established in 16-17 of 6% , this will create students to be invested in their education and in control of their future.

A hospitality club will be offered to welcome new students.

Baseline

100% of families were invited to participate in a school climate survey, the parent survey showed a baseline of 10% (14 parents out of 140 families participated).

100% of students in grades 1st through 8th participated in a school climate survey during school hours.

Student participation in school based clubs was 6%,

A new club will be offered in 17-18 to welcome new students (no baseline established in 16-17)..

Actual

A hospitality club was not implemented in the 17/18 school year, in lieu of a hospitality club student peers were introduced to and accompanied all new incoming students. The new student's peer accompanied them throughout the school day.

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

Provide family and community oriented activities

A community lend a hand day was held in the fall; in conjunction with the community sponsored "Old Millville Days" celebration.

Included in Goal 2, Action 1

Included in Goal 2, Action 1

Action 2

Planned Actions/Services

During school hours, offer school community building activities

Actual Actions/Services

Positive social skills programs were offered to all students. Club meetings were held throughout the school year. The positive skills activities resulted in students making good choices and developing positive and meaningful relationships with their peers and staff members.

Budgeted Expenditures

Included in Goal 2, Action 1

Estimated Actual Expenditures

Included in Goal 2, Action 1

Action 3

Planned Actions/Services

Continue to design and develop lunchtime clubs that appeal to a wide population, primarily middle school students

Implement a hospitality club, to welcome new students

Actual Actions/Services

Lunchtime clubs were held, an open mic session was held each Wednesday in the gymnasium.

A hospitality club was not implemented in the 17/18 school year, in lieu of a hospitality club student peers were introduced to and accompanied all new incoming students. The new student's peer accompanied them throughout the school day.

Budgeted Expenditures

No added costs identified.

Estimated Actual Expenditures

No added costs identified

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 the unique culture and atmosphere of our school, family and community oriented activities were offered such as family dances, Halloween Carnival, Winter Program, Cesar Chavez Wildflower Run and the "old Millville Days" celebration. In addition, school community building activities were offered during school hours, such as cross-grade lunchtime clubs and games, and we continued to design and develop lunchtime clubs to appeal to all ages, such as book club, cooking club, embroidery club and open mic. Parent participation and volunteerism has increased to 58%.

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

The overall effectiveness of the above mentioned actions were measured by an increased participation in sports/clubs to 53%. In addition, an increase in organized lunchtime games and clubs were started with the sole purpose of connecting students to their school. Parent participation increased to 58%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No costs were identified in Action 1, Action 2 or Action 3.

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

No changes were made to this goal.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

Every stakeholder group at Millville School had the opportunity to be involved in the development of the LCAP. The LCAP was an agenda item on each of the following stakeholder meeting agendas: parent group : “Parents and Teachers for Kids”, Site Council/PAC, Teacher Meetings, Staff Meetings, School Board Meetings, Student Groups, *(Substitute teachers will be scheduled when needed, for Teachers on the LCAP Committee).

The LCAP Goals, along with the Actions/Services, will be reviewed and discussed at the stakeholder meetings held throughout the school year.

A review of the LCAP took place at each of these meetings with verbal and written input encouraged.

Stakeholders' meetings:

Staff Meeting / Millville Independent Teacher's Association, Classified Staff. (8/15/17)

Site Council Meetings / Administrator, Teachers, Parents, Classified Staff (10/16/17, 11/27/17, 1/11/18, 4/23/18)

School Board Meetings / Request for Public Comment / Board Members, Administrator, Classified Staff, Teachers, Community Members
(9/12/17, 10/24/17, 11/14/17, 12/7/17, 1/16/18, 2/27/18, 3/20/18, 4/17/18, 5/15/18, 6/5/18, 6/12/18)

LCAP Committee Meetings / Administrator, Board Members, Classified Staff (9/27/17, 12/6/17, 1/28/18, 5/23/18).

LCAP Stakeholders / Student Stakeholders (12/7/17, 1/24/18, 3/8/18, 4/25/18, 5/17/18, 5/31/18).

PTK Meetings / Parents, Community Members (9/5/17, 9/26/17, 11/30/17, 3/26/18, 5/14/18).

Girls Helping Girls (Every Friday April 13, 20, 27 and May 4, 11, 18, 25, 2018).

Big Little Brothers (Every Tuesday 17/18) Lunchtime Clubs / Students (Every Wednesday 17/18).

Impact on LCAP and Annual Update

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

A list of the LCAP goals, actions, services and expenditures were reviewed by all stakeholder groups.

Discussions on Common Core curriculum and the adoption processes were conducted with the Millville Teachers Association, Superintendent/Principal and the Millville School Governing Board.

Staff time was designated during minimum days for state standards curriculum, collaboration, assessments and technology.

Site council members composed school climate surveys for students and organized monthly themed activities for all grades.

Paraprofessionals hosted lunch time clubs for all grades.

PTK parent meetings, Community meetings to plan a family and community event "Old Millville Days" planned community building activities, such as Open House, Halloween Carnival, Back to School Night.

Results of stakeholder meetings produced feedback in composing the 18/19 LCAP as follows:

Professional development and increased services and instructional strategies provided to students who have experienced trauma in their lives.

Increased services: Approved MOU's with River Cities Counseling and Loftus Psychological Services; after school tutoring.

Development of an updated student and parent school climate survey.

Increased ideas to connect students to school, through lunch time clubs and themed monthly activities during lunch recess.

Review of electives resulted in replacing a woodworking class with a photography course.

Kindness campaign with the implementation of a kindness tree, and a drop in a bucket compliment program was read each morning during school wide announcements.

Members of the teaching staff, classified staff, administration and school board were involved in the Annual Update and preparation of the current the LCAP goals, actions, services and expenditures.

GATE classes were held and will continue in 18/19.

Odyssey of the Mind Program was implemented, successful and will continue.

Summer school was a success and will continue.

Reading Intervention classes were held and will continue.

Stakeholder meetings were held, SITE Council members/stakeholders composed a climate survey tool for students and will continue to be used.

Public stakeholder input was minimal at the MESD board meetings due to low public attendance; more encouragement will be provided for attendance in 18/19.

Student tutors were utilized / Reading Buddies /High School / College Tutors; these programs will continue.

Aide time was used for pull out groups, composed by grade level ability and will continue implementation in the 18/19 school year.

"Lend a Hand Day" included preparation for a school and community fall event "Old Millville Days" and will be planned again in 18/19.

Professional development included the Brain Trauma Academy, Capturing Kids Hearts and Culture of Kindness; instructional strategies will be used in the 18/19 school year.

Ski club, lunch time clubs and organized games were successful and will be included in the 18/19 LCAP.

Community activities were successful, including but not limited to Walk to School Day, Open House, Halloween Carnival, Winter Program, Family Dance Night, Cesar Chavez Wildflower Run, and will be maintained in the 18/19 LCAP.

Increased services were obtained to provide counseling and psychological services for all students in need, including the unduplicated and special education student population, and will continue in 18/19.

Teachers provided tutoring services after school.

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

All students will reach their highest potential and participate in a broad course of study, while developing and maintaining an enthusiasm for learning.

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 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Need: Intervention for students scoring in the lower 50% of standardized tests, identified need measured by student pre and post AIMS Web tests.

Need: Challenge activities for high achieving students, identified need measured by AIMS Web test, SBAC and or teacher.

Need: Challenge curriculum for Gifted students, identified need by results of AIMS Web test, SBAC in LA and teacher.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: Local Indicator/ Instructional materials	100% of pupils have sufficient access to the standards aligned instructional materials.	100% of pupils in the school district will have sufficient access to the standards-aligned instructional materials	100% of pupils in the school district will have sufficient access to the standards-aligned instructional materials	100% of pupils in the school district will have sufficient access to the standards-aligned instructional materials
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	Students received 100% standards based instruction as witnessed by administrator walk through.	Students will receive 100% standards based instruction as witnessed by administrator walk through.	Students will receive 100% standards based instruction as witnessed by administrator walk through.	Students will receive 100% standards based instruction as witnessed by administrator walk through.
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	Parent involvement in the classrooms will increase by 3% from 31%, including parents of unduplicated pupils and students with exceptional needs.	Parent involvement in the classroom will increase to 34% including parents of unduplicated pupils and students with exceptional needs.	Parent involvement in the classrooms will increase from 58% to 61% including parents of unduplicated pupils and students with exceptional needs.	Parent involvement in the classrooms will increase to 64%, including parents of unduplicated pupils and students with exceptional needs.
Priority 4: State Indicator/Academic Indicator/English Language Progress Indicator	EL Population currently at 0%.	EL Population currently at 0%.	EL Population currently at 0%.	EL Population currently at 0%.
Priority 7: Local Metric/A broad course of study	100% of students in grades K-8, including unduplicated and	100% of students in grades K-8, including unduplicated and	100% of students in grades K-8, including unduplicated and	100% of students in grades K-8, including unduplicated and

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	special education students, participated in a broad course of study; including but not limited to, math, language arts, social science, health, science, visual and performing arts and physical education.	special education students, will participate in a broad course of study; including but not limited to, math, language arts, social science, health, science, visual and performing arts and physical education.	special education students, will participate in a broad course of study; including but not limited to, math, language arts, social science, health, science, visual and performing arts and physical education.	special education students, will participate in a broad course of study; including but not limited to, math, language arts, social science, health, science, visual and performing arts and physical education.
	Because Millville is a K-8 district, the following state required metrics do not apply: A-G, AP Pass Rate, EAP, High School Dropout Rate and High School Graduation Rate.	Because Millville is a K-8 district, the following state required metrics do not apply: A-G, AP Pass Rate, EAP, High School Dropout Rate and High School Graduation Rate.	Because Millville is a K-8 district, the following state required metrics do not apply: A-G, AP Pass Rate, EAP, High School Dropout Rate and High School Graduation Rate.	Because Millville is a K-8 district, the following state required metrics do not apply: A-G, AP Pass Rate, EAP, High School Dropout Rate and High School Graduation Rate.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

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

Maintain current level of standards-aligned instructional materials in each core subject across K-8

2018-19 Actions/Services

Maintain current level of standards-aligned instructional materials in each core subject across K-8

2019-20 Actions/Services

Maintain current level of standards-aligned instructional materials in each core subject across K-8

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$6,500	\$6,500
Source	0000	0000	0000
Budget Reference	0000: Unrestricted Program 7156, Obj 4140	0000: Unrestricted Program 7156, Obj 4140	0000: Unrestricted Program 7156, Obj 4140
Amount		\$9,000	\$9,000
Source		Other	Other
Budget Reference		4000-4999: Books And Supplies Resource 6300, Obj 4140	4000-4999: Books And Supplies Resource 6300, Obj 4140

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

Students achieving in the lower 50% of the AIMS Web test in Language Arts will receive intervention using current, scientifically based intervention program.

2018-19 Actions/Services

Students achieving in the lower 50% of the AIMS Web test in Language Arts will receive intervention using current, scientifically based intervention program.

2019-20 Actions/Services

Students achieving in the lower 50% of the AIMS Web test in Language Arts will receive intervention using current scientifically based intervention program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	0000: Unrestricted no budgeted expenditures this year (18/19)	0000: Unrestricted no budgeted expenditures this year (18/19)	0000: Unrestricted no budgeted expenditures this year (18/19)
	Maintain standards aligned instructional materials	Maintain standards aligned instructional materials	Maintain standards aligned instructional materials

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged 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

Students who scored in the top 10% of the AIMS Web test in Language Arts or achieved Standards Exceeded on the CAASPP, and are recommended by their teacher, will participate in a Gifted and Talented Program.

2018-19 Actions/Services

Students who scored in the top 10% of the AIMS Web test in Language Arts or achieved Standards Exceeded on the CAASPP, and are recommended by their teacher, will participate in a Gifted and Talented Program.

2019-20 Actions/Services

Students who scored in the top 10% of the AIMS Web test in Language Arts or achieved Standards Exceeded on the CAASPP, and are recommended by their teacher, will participate in a Gifted and Talented Program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	38734	21,418	21,418
Source	0000	0000	0000
Budget Reference	0000: Unrestricted Gifted and Talented challenge curriculum and activities: services provided by GATE teacher. Res 0000, pgm 7140, Obj 1000s – 5000s	0000: Unrestricted Gifted and Talented challenge curriculum and activities: services provided by GATE teacher. Res 0000, pgm 7140, Obj 1000s – 5000s	0000: Unrestricted Gifted and Talented challenge curriculum and activities: services provided by GATE teacher. Res 0000, pgm 7140, Obj 1000s – 5000s

Amount		\$7,995	\$7,995
Source		Supplemental	Supplemental
Budget Reference		0001-0999: Unrestricted: Locally Defined Resource 0100, pgm 7140, obj 1000s - 3000s	0001-0999: Unrestricted: Locally Defined Resource 0100, pgm 7140, obj 1000s - 3000s

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)

English Learners
Foster Youth
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

For low income pupils: 1.Students achieving in the lower 50% of the AIMS Web test in Language Arts will receive weekly intervention using current, scientifically based intervention program.

2018-19 Actions/Services

For low income pupils: 1.Students achieving in the lower 50% of the AIMS Web test in Language Arts will receive weekly intervention using current, scientifically based intervention program.

2019-20 Actions/Services

For low income pupils: 1.Students achieving in the lower 50% of the AIMS Web test in Language Arts will receive weekly intervention using current, scientifically based intervention program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	112297	129669	129669
Source	0100	0100	0100
Budget Reference	0001-0999: Unrestricted: Locally Defined Depending on the results of intervention and GATE services in the 16-17 school year, the following will be adjusted to better serve our students: Reading Intervention: services provided by a Reading Specialist and instructional aides. Res 0100, program 1002	0001-0999: Unrestricted: Locally Defined Depending on the results of intervention and GATE services in the 17-18 school year, the following will be adjusted to better serve our students: Reading Intervention: services provided by a Reading Specialist and instructional aides. Res 0100, program 1002	0001-0999: Unrestricted: Locally Defined Depending on the results of intervention and GATE services in the 18-19 school year, the following will be adjusted to better serve our students: Reading Intervention: services provided by a Reading Specialist and instructional aides. Res 0100, program 1002
Amount	7131	7124	7124
Source	0100	0100	0100
Budget Reference	0001-0999: Unrestricted: Locally Defined Summer School Intervention, Estimated Expense Res 0100, program 0167	0001-0999: Unrestricted: Locally Defined Summer School Intervention, Estimated Expense Res 0100, program 0167	0001-0999: Unrestricted: Locally Defined Summer School Intervention, Estimated Expense Res 0100, program 0167
Amount	5864	17913	17913
Source	0100	0100	0100
Budget Reference	0001-0999: Unrestricted: Locally Defined After School and Saturday Intervention, Estimated Expense Res 0100, program 1004	0001-0999: Unrestricted: Locally Defined After School and Saturday Intervention, Estimated Expense Res 0100, program 1004	0001-0999: Unrestricted: Locally Defined After School and Saturday Intervention, Estimated Expense Res 0100, program 1004

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)

Location(s):

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

All
[Add Students to be Served selection here]

All Schools
[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
[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
Students who scored in the top 25% on the AIMS Web in Language Arts, scored in the Standards Met band on the CAASPP and/or with teacher recommendation will receive challenge activities in a pull out group.

2018-19 Actions/Services
Students who scored in the top 25% on the AIMS Web in Language Arts, scored in the Standards Met band on the CAASPP, and/or with teacher recommendation will receive challenge activities in a pull out group.

2019-20 Actions/Services
Students who scored in the top 25% on the AIMS Web in Language Arts, scored in the Standards Met band on the CAASPP, and/or with teacher recommendation will receive challenge activities in a pull out group.

Budgeted Expenditures

Year 2017-18
Budget Reference Included in expenses in Goal 1, Action 3

2018-19
Included in expenses in Goal 1, Action 3

2019-20
Included in expenses in Goal 1, Action 3

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
[Add Students to be Served selection here]

All Schools
[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
[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
Students in Grades K-8 will participate in the minimum number of minutes required in each curriculum area.

2018-19 Actions/Services
Students in Grades K-8 will participate in the minimum number of minutes required in each curriculum area.

2019-20 Actions/Services
Students in Grades K-8 will participate in the minimum number of minutes required in each curriculum area.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No added costs identified.	No added costs identified.	No added costs identified.

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

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

Grades 6-8 will be offered technical classes and art as an elective option. Will investigate Foreign Language Options.

2018-19 Actions/Services

Grades 6-8 will be offered technical classes and art as an elective option. Will investigate Foreign Language Options.

2019-20 Actions/Services

Grades 6-8 will be offered technical classes and art as an elective option. Will investigate Foreign Language Options.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No added costs identified.	No added costs identified.	No added costs identified.

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners Foster Youth Low Income	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

Unchanged Action	Modified Action	Unchanged Action
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2017-18 Actions/Services

Teachers will receive professional development in standards aligned instructional materials, including digital components of the curriculum. Professional development courses will assist teachers in accessing, monitoring and measuring student achievement.

2018-19 Actions/Services

Teachers will utilize professional development strategies in standards aligned instructional materials, including digital components of the curriculum. Teachers will monitor and measure student achievement.

2019-20 Actions/Services

Teachers will utilize professional development strategies in standards aligned instructional materials, including digital components of the curriculum. Teachers will monitor and measure student achievement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,300	0	0
Source	Other	0000	0000
Budget Reference	5000-5999: Services And Other Operating Expenditures Resource 6264	0000: Unrestricted No Additional Costs; included in Regular Teacher Salaries for collaboration, professional development days	0000: Unrestricted No Additional Costs; included in Regular Teacher Salaries for collaboration, professional development days
Source	0000		
Budget Reference	0000: Unrestricted No Additional Costs; included in Regular Teacher Salaries for collaboration, professional development days		

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

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

Maintain opportunity for parent involvement through Site Council, PTK, school survey, lunchtime activities, newsletter and the school website

2018-19 Actions/Services

Maintain opportunity for parent involvement through Site Council, PTK, school survey, lunchtime activities, newsletter and the school website

2019-20 Actions/Services

Maintain opportunity for parent involvement through Site Council, PTK, school survey, lunchtime activities, newsletter and the school website

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No added costs identified.	No added costs identified.	No added costs identified.

Action 10

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)

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

Implementation of the academic content and performance standards will include math, ELA/ELD and science monitored and measured by teacher professional development.

2018-19 Actions/Services

The school will continue the implementation of the academic content and performance standards will include math, ELA/ELD and science to be monitored and measured by teacher professional development.

2019-20 Actions/Services

The school will continue the implementation of the academic content and performance standards will include math, ELA/ELD and science to be monitored and measured by teacher professional development.

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 Professional Development. No additional costs currently anticipated beyond existing salaries and benefits - collaboration time, etc.	5000-5999: Services And Other Operating Expenditures Professional Development. No additional costs currently anticipated beyond existing salaries and benefits - collaboration time, etc.	5000-5999: Services And Other Operating Expenditures Professional Development. No additional costs currently anticipated beyond existing salaries and benefits - collaboration time, etc.

Action 11

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: 7-8 Grade

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

Unchanged Action

2017-18 Actions/Services

The district will integrate into its electives for students in grades 7-8 a foreign language. The school will review offering career and technical courses in the future.

2018-19 Actions/Services

The school will review offering career and technical courses in the future.

2019-20 Actions/Services

The school will review offering career and technical courses in the future.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No additional cost	No additional cost	No additional cost

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 2

Goal #2

Promote a positive, engaging learning environment that is aligned to the CCSS, where students are connected to their school.

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 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Need: A school environment that encourages success, involvement and participation.

SBAC

Absence and tardy rate decreases

Maintain a 0% Middle School dropout rate

100% of K-3 recognized at Academic Assemblies by end of school year

70% of 4-8 grade students recognized at Academic Assemblies by end of school year ***

80% students reach Principal's Math Challenge Benchmark***

Improved GPA for 75% of those students who can improve over the year***

Decrease in referrals for negative social behavior

2% suspension and expulsion rate***
 Documented staff time with “adopted” Developmental Assets students at 30 minutes a week
 Student participation rate in sports and clubs
 School grounds are kept and welcoming
 All teachers hold appropriate credentials and certificates
 The number of teachers involved on committees is at 50%***
 Adopt Common Core aligned curriculum
 Supplement and Utilize Common Core ***
 Math and LA State Standards
 Survey will be conducted on school climate and engagement for parents and students

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: Local Indicator/Teacher credential	100% of teachers were appropriately credentialed	Maintain 100% of teachers to be appropriately credentialed	Maintain 100% of teachers to be appropriately credentialed	Maintain 100% of teachers to be appropriately credentialed
Priority 1: Local Indicator/ Facilities in good repair	All facilities are in good or better repair as measured by the FIT Tool.	All facilities to remain in good or better repair as measured by the FIT Tool.	All facilities to remain in good or better repair as measured by the FIT Tool.	All facilities to remain in good or better repair as measured by the FIT Tool.
Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results	67% of students met or exceeded standards on the English Language Arts Smarter Balanced Assessment.	70% of students will meet or exceed standards on the English Language Arts Smarter Balanced Assessment.	73% of students will meet or exceed standards on the English Language Arts Smarter Balanced Assessment.	76% of students will meet or exceed standards on the English Language Arts Smarter Balanced Assessment.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results	64.1% of students met or exceeded standards on the mathematics Smarter Balanced Assessment.	67% of students will meet or exceed standards on the mathematics Smarter Balanced Assessment.	70% of student will meet or exceed standards on the mathematics Smarter Balanced Assessment.	73% of student will meet or exceed standards on the mathematics Smarter Balanced Assessment.
Priority 6: Local Indicator/Local tool for school climate	85% of 4-8 grade students recognized at Academic Assemblies during the 16-17 school year. 21% of 1-8 students reached Principals Math Challenge benchmarks based 16-17 school year	A 3% increase will result in 88% of 4-8 grade students to be recognized at Academic Assemblies by the end of the school year. Increase goal by 10%; 31% goal to meet PMC benchmark for all 1-8 grade students	A 3% added goal will result in 91% of 4-8 grade students to be recognized at Academic Assemblies by the end of the school year. 41% goal to meet PMC benchmark 1-8 for all grade students	A 3% added goal will result in 94% of 4-8 grade students to be recognized at Academic Assemblies by the end of the school year. 51% goal to meet PMC benchmark for all 1-8 grade students.
Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.)	The number of teachers involved on committees increased to 50%.	60% goal of teachers to be involved on committees	70% goal of teachers to be involved on committees	80% goal of teachers to be involved on committees
Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.)	Grade Point Average has improved for 74% of those students who can improve over the year.	Add 3% new goal 77%; of those students who can improve their GPA over the year.	Add 3% new goal 80%; of those students who can improve their GPA over the year.	Add 3% new goal 83%; of those students who can improve their GPA over the year.
Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates	6% Chronic absenteeism rate was documented in the 16-17 school year (more than 10% of attendance days or 18 days)	Goal to be 4% Chronic absenteeism rate (more than 10% of days or 18 days)	Goal to be 2% Chronic absenteeism rate (more than 10% of days or 18 days)	Goal to be 0% Chronic absenteeism rate (more than 10% of days or 18 days)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 5: Local Metric/Middle school dropout rate	Maintain a 0% Middle School Drop-out rate	Maintain a 0% Middle School Drop-out rate	Maintain a 0% Middle School Drop-out rate	Maintain a 0% Middle School Drop-out rate
Priority 5: Local Metric/Student Engagement/School attendance rates	Maintain school attendance rate at 95% Maintain Tardy rate at less than 1%.	Maintain or improve school attendance rate at 95% Maintain Tardy rate at less than 1%.	Maintain or improve school attendance rate at 95% Maintain Tardy rate at less than 1%.	Maintain or improve school attendance rate at 95% Maintain Tardy rate at less than 1%.
Priority 6: State Indicator/Student Suspension Indicator	suspension and expulsion rate was documented at 0% for the 16-17 baseline year.	Maintain a less than 2% suspension and expulsion rate.	Maintain a less than 2% suspension and expulsion rate.	Maintain a less than 2% suspension and expulsion rate.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Academic Recognition Program: Host student recognition assemblies three times a year during which students are acknowledged for academic successes.

Academic Recognition Program: Host student recognition assemblies three times a year during which students are acknowledged for academic successes.

Academic Recognition Program: Host student recognition assemblies three times a year during which students are acknowledged for academic successes.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$2,000
Source	0000	0000	0000
Budget Reference	0000: Unrestricted Academic Recognition Programs trimesterly Res 0000, pgm 1005	0000: Unrestricted Academic Recognition Programs trimesterly Res 0000, pgm 1005	0000: Unrestricted Academic Recognition Programs trimesterly Res 0000, pgm 1005

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

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

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

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

Positive Social Skills programs (Girls Helping Girls, Developmental Assets, Manners Club) programs that support students make positive choices and develop relationships.

Documented staff time with adoptee, Developmental Assets at 15 minutes per week, average.

2018-19 Actions/Services

Positive Social Skills programs (Girls Helping Girls, Developmental Assets, Manners Club) programs that support students make positive choices and develop relationships.

Documented staff time with adoptee, Developmental Assets at 15 minutes per week, average.

2019-20 Actions/Services

Positive Social Skills programs (Girls Helping Girls, Developmental Assets, Manners Club) programs that support students make positive choices and develop relationships.

Documented staff time with adoptee, Developmental Assets at 15 minutes per week, average.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No additional costs identified	No additional costs identified	No additional costs identified
Budget Reference			
Amount			
Budget Reference			

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)

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

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

Campus Beautification and Safety :
Weekly class campus clean up; annual community "Lend a Hand Day"

Maintain Facilities in good condition

2018-19 Actions/Services

Campus Beautification and Safety :
Weekly class campus clean up; annual community "Lend a Hand Day"

Maintain Facilities in good condition

2019-20 Actions/Services

Campus Beautification and Safety :
Weekly class campus clean up; annual community "Lend a Hand Day"

Maintain Facilities in good condition

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	\$1,000
Source	Base	Base	0000
Budget Reference	0000: Unrestricted Weekly class campus clean up; annual community "Lend a Hand Day" No additional expenditures for weekend volunteers, \$1,000 supplies from school custodial budget, res 0000, pgm 8200, obj 4515.	0000: Unrestricted Weekly class campus clean up; annual community "Lend a Hand Day" No additional expenditures for weekend volunteers, \$1,000 supplies from school custodial budget, res 0000, pgm 8200, obj 4515.	0000: Unrestricted Weekly class campus clean up; annual community "Lend a Hand Day" No additional expenditures for weekend volunteers, \$1,000 supplies from school custodial budget, res 0000, pgm 8200, obj 4515.
Budget Reference			

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged 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

Highly qualified Teachers and involved staff: Teachers maintain professional development in State Standards including ELA, Math and NGSS and maintain proper credentials

Examples of professional development to include STEM, Childhood Trauma Academy, GATES grant to improve literacy.

Highly qualified Teachers and involved staff: Teachers maintain professional development in State Standards including ELA, Math and NGSS and maintain proper credentials

Examples of professional development to include STEM, Childhood Trauma Academy, GATES grant to improve literacy.

Highly qualified Teachers and involved staff: Teachers maintain professional development in State Standards including ELA, Math and NGSS and maintain proper credentials

Examples of professional development to include STEM, Childhood Trauma Academy, GATES grant to improve literacy.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			
Budget Reference	Included in Goal 1, Action 8	Included in Goal 1, Action 8	Included in Goal 1, Action 8

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)	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)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Extra-curricular activities: (sports, academic competition, clubs) maintain sports programs academic competitions such as spelling bees, Odyssey of the Mind and Science Fair.

Extra-curricular activities: (sports, academic competition, clubs) maintain sports programs academic competitions such as spelling bees, Odyssey of the Mind and Science Fair

Extra-curricular activities: (sports, academic competition, clubs) maintain sports programs academic competitions such as spelling bees, Odyssey of the Mind and Science Fair

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No additional costs identified	No additional costs identified	No additional costs identified

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)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Contract with Shasta County Office of Education to provide training in the ELA/ELD Framework and Standards for all teachers.

Contract with Shasta County Office of Education to provide training in the ELA/ELD Framework and Standards for all teachers.

Contract with Shasta County Office of Education to provide training in the ELA/ELD Framework and Standards for all teachers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No additional costs identified	No additional costs identified	No additional costs identified

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)	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)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
State Standards ELA/ELD Materials Pilot	State Standards Materials Pilot	State Standards Materials Pilot

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Budgeted Expense included in Goal 1, Action 1	4000-4999: Books And Supplies Budgeted Expense included in Goal 1, Action 1	4000-4999: Books And Supplies Budgeted Expense included in Goal 1, Action 1

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: K-8

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

The ELA/ELD pilot was completed in the 16/17 school year, textbooks and materials have been purchased to sustained sufficient instructional materials for 100% of students, including unduplicated and special education students.

2018-19 Actions/Services

The ELA/ELD pilot was completed in the 16/17 school year, textbooks and materials have been purchased to sustained sufficient instructional materials for 100% of students including, unduplicated and special education students.

2019-20 Actions/Services

The ELA/ELD pilot was completed in the 16/17 school year, textbooks and materials have been purchased to sustained sufficient instructional materials for 100% of students including, unduplicated and special education students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Budgeted Funds included in Goal 2, Action 7	4000-4999: Books And Supplies Budgeted Funds included in Goal 2, Action 7	4000-4999: Books And Supplies Budgeted Funds included in Goal 2, Action 7

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
Specific Grade Spans: K-8

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

Teachers will utilize professional development strategies in the ELA/ELD framework. Teachers will access, monitor and measure student achievement for 100% of students including the

2018-19 Actions/Services

Teachers will utilize professional development strategies in the ELA/ELD framework. Teachers will access, monitor and measure student achievement for 100% of students including the

2019-20 Actions/Services

Teachers will utilize professional development strategies in the ELA/ELD framework. Teachers will access, monitor and measure student achievement for 100% of students including the

unduplicated and special education student populations.

unduplicated and special education student populations.

unduplicated and special education student populations.

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 Professional Learning Opportunities for Staff. No additional costs currently anticipated other than existing salaries and benefits through collaboration, etc.	5000-5999: Services And Other Operating Expenditures Professional Learning Opportunities for Staff. No additional costs currently anticipated other than existing salaries and benefits through collaboration, etc.	5000-5999: Services And Other Operating Expenditures Professional Learning Opportunities for Staff. No additional costs currently anticipated other than existing salaries and benefits through collaboration, etc.

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

Goal #3 Maintain the unique culture and atmosphere of our school.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Need: A positive, balanced and cohesive school environment where students are encouraged and able to do their best.

Metrics:

Family attendance at school events.

Parent and staff committee participation

Student participation rate in various programs and clubs.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3: Local Indicator/Parent	Parent involvement in 16/17 showed an	The goal for parent involvement is to	The goal for parent involvement is to	Parent involvement will increase by an

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Involvement/Local Evaluation Tool	increase of 4%, from 27% to 31%.	increase by an additional 3% from 31% to 34%, parent involvement will result in greater student success for all students, including unduplicated students and students with exceptional needs.	increase by an additional 3% from 58% to 61%, parent involvement will result in greater student success for all students, including unduplicated students and students with exceptional needs.	additional 3% from 61% to 64%, parent involvement will result in greater student success for all students, including unduplicated students and students with exceptional needs.
Priority 6: Local Indicator/Local tool for school climate	<p>100% of families were invited to participate in a school climate survey, the parent survey showed a baseline of 10% (14 parents out of 140 families participated).</p> <p>100% of students in grades 1st through 8th participated in a school climate survey during school hours.</p> <p>Student participation in school based clubs was 6%,</p> <p>A new club will be offered in 17-18 to</p>	<p>100% of families will be invited to participate in a school climate survey.</p> <p>100% of students in grades 1st through 8th will participate in a school climate survey during school hours.</p> <p>Student participation in school based clubs will increase by 10% to 16%, as compared to the baseline established in 16-17 of 6% , this will create students to be invested in their education and in control of their future.</p>	<p>100% of families will be invited to participate in a school climate survey.</p> <p>100% of students in grades 1st through 8th will participate in a school climate survey during school hours</p> <p>Student participation in school based clubs increased to 53% in 17/18, a 3% increase is anticipated for 18/19 to 56%, this will create students to be invested in their education and in control of their future.</p> <p>A hospitality club will be offered to welcome new students.</p>	<p>100% of families will be invited to participate in a school climate survey.</p> <p>100% of students in grades 1st through 8th will participate in a school climate survey during school hours</p> <p>Student participation in school based clubs will increase by 3% from 56% to 59%, this will create students to be invested in their education and in control of their future.</p> <p>A hospitality club will be offered to welcome new students.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	welcome new students (no baseline established in 16-17)..	A hospitality club will be offered to welcome new students.		

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

[Add Students to be Served selection here]

Location(s):

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

All Schools

[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)

[Add Students to be Served selection here]

Scope of Services:

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

LEA-wide

Schoolwide

[Add Scope of Services selection here]

Location(s):

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

All Schools

[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

Provide family and community oriented activities

Continue to provide family and community oriented activities.

Continue to provide family and community oriented activities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	Included in Goal 2, Action 1	Included in Goal 2, Action 1	Included in Goal 2, Action 1

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

During school hours, offer school community building activities

2018-19 Actions/Services

During school hours, offer school community building activities

2019-20 Actions/Services

During school hours, offer school community building activities

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	Included in Goal 2, Action 1	Included in Goal 2, Action 1	Included in Goal 2, Action 1

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

Continue to design and develop lunchtime clubs that appeal to a wide population, primarily middle school students

Implement a hospitality club, to welcome new students

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

Unchanged Action

2018-19 Actions/Services

Continue to design and develop lunchtime clubs that appeal to a wide population, primarily middle school students

Implement a hospitality club to welcome new students

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

Unchanged Action

2019-20 Actions/Services

Continue to design and develop lunchtime clubs that appeal to a wide population, primarily middle school students

Implement a hospitality club to welcome new students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No added costs identified.	No added costs identified.	No added costs identified

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$146,572

Percentage to Increase or Improve Services

7.51%

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

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

The district's supplemental and concentration grant funds in the LCAP year is \$146,572. These funds will be utilized for Teacher and Instructional Assistant salaries; for intervention, with a goal of closing the achievement gap between basic and below basic student achievement and to improve services to help the needy and gifted student population.

Millville School stakeholders believe the most effective use of supplemental funds is to provide additional certificated and classified instructional time to identified pupil subgroups, by using small group instruction. We will serve students LEA wide, but principally direct these services to the low income pupils.

All students will have access to fully credentialed teachers and instructional materials that align with state standards and safe facilities. State Priorities; 1, 2, 4

Additional certificated and classified time will be added to instruct the GATE, basic and above basic students to reach their goals for placement in high school AP classes and to ensure all students have access to classes that prepare them for college and careers including physical education and the arts. Supplemental funds will be used to provide challenge activities and curriculum for our low-income/high achieving students. Surveying the low-income population we have found several students to be high achieving or gifted based on test results.

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).

Through the past several years, monies to support and to provide services for struggling students has been a priority for the state and hence for the school. This priority has resulted in increased money provided to school to support the low income and assumed low performing students.

Per the state, students who are low income have become synonymous with low achieving. Millville School has determined this to be a stereotype of the worst kind, one that limits and compartmentalized the capabilities of our low income student population. To break this stereotype, money coming from the state to support low income students is being utilized not only on our low income/ low achieving students, but services to our students who are low income, but high achieving.

State Priorities; 7,8

The district will continue to budget funds to provide a positive school climate that promotes community and parent involvement through meetings and activities, encouraging the community to be engaged in the decision-making process and to be involved in educational programs for students.

Clerical time will be budgeted to track and inform families regarding student attendance, suspension and expulsion matters.

The district will continue to budget funds for a weekly newsletter to inform parents of school news and hints for positive parent involvement.

State Priorities; 3, 5, 6

The percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in LCAP year is 7.51%. The district's goal is to increase services by providing additional certificated and classified instructional time via intervention and GATE to our existing programs, focusing on intervention to the needy and high achieving/low-income student populations. The increased and improved services will include measurable outreach to families for summer school classes, and increased instructional time during the school year targeted to the needy and high achieving/low-income student population.

We believe by spending an estimate of \$146,572 for intervention and challenge programs we will meet our 7.51% by which services

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).

for unduplicated pupils must be increased or improved as compared to services provided to all pupils.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$113,122

Percentage to Increase or Improve Services

6.28%

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

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

The district's supplemental and concentration grant funds in the LCAP year is \$113,122.00. These funds will be utilized for Teacher and Instructional Assistant salaries; for intervention, with a goal of closing the achievement gap between basic and below basic student achievement and to improve services to help the needy and gifted student population.

Millville School stakeholders believe the most effective use of supplemental funds is to provide additional certificated and classified instructional time to identified pupil subgroups, by using small group instruction. We will serve students LEA wide, but principally direct these services to the low income pupils.

All students will have access to fully credentialed teachers and instructional materials that align with state standards and safe facilities. State Priorities; 1, 2, 4

Additional certificated and classified time will be added to instruct the GATE, basic and above basic students to reach their goals for placement in high school AP classes and to ensure all students have access to classes that prepare them for college and careers including physical education and the arts. Supplemental funds will be used to provide challenge activities and curriculum for our low-income/high achieving students. Surveying the low-income population we have found several students to be high achieving or gifted based on test results.

Through the past several years, monies to support and to provide services for struggling students has been a priority for the state and hence for the school. This priority has resulted in increased money provided to school to support the low income and assumed low performing students.

Per the state, students who are low income have become synonymous with low achieving. Millville School has determined this to be a stereotype of the worst kind, one that limits and compartmentalized the capabilities of our low income student population. To break this stereotype, money coming from the state to support low income students is being utilized not only on our low income/ low achieving students, but services to our students who are low income, but high achieving.

State Priorities; 7,8

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

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

The district will continue to budget funds to provide a positive school climate that promotes community and parent involvement through meetings and activities, encouraging the community to be engaged in the decision-making process and to be involved in educational programs for students.

Clerical time will be budgeted to track and inform families regarding student attendance, suspension and expulsion matters.

The district will continue to budget funds for a weekly newsletter to inform parents of school news and hints for positive parent involvement.

State Priorities; 3, 5, 6

The percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in LCAP year is 6.28%. The district's goal is to increase services by providing additional certificated and classified instructional time via intervention and GATE to our existing programs, focusing on intervention to the needy and high achieving/low-income student populations. The increased and improved services will include measurable outreach to families for summer school classes, and increased instructional time during the school year targeted to the needy and high achieving/low-income student population.

We believe by spending an estimate of \$113,122 for intervention and challenge programs we will meet our 6.28% by which services for unduplicated pupils must be increased or improved as compared to services provided to all pupils.

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).



Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

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

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

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

Budget Summary

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

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

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

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

(2) The total number of cohort members.

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

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

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

(2) The total number of cohort members.

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	181,326.00	205,498.00	181,326.00	202,619.00	202,619.00	586,564.00
0000	50,734.00	45,041.00	50,734.00	29,918.00	30,918.00	111,570.00
0100	125,292.00	145,984.00	125,292.00	154,706.00	154,706.00	434,704.00
Base	1,000.00	5,473.00	1,000.00	1,000.00	0.00	2,000.00
Other	4,300.00	9,000.00	4,300.00	9,000.00	9,000.00	22,300.00
Supplemental	0.00	0.00	0.00	7,995.00	7,995.00	15,990.00

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

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	181,326.00	205,498.00	181,326.00	202,619.00	202,619.00	586,564.00
	0.00	9,000.00	0.00	0.00	0.00	0.00
0000: Unrestricted	51,734.00	50,514.00	51,734.00	30,918.00	30,918.00	113,570.00
0001-0999: Unrestricted: Locally Defined	125,292.00	145,984.00	125,292.00	162,701.00	162,701.00	450,694.00
4000-4999: Books And Supplies	0.00	0.00	0.00	9,000.00	9,000.00	18,000.00
5000-5999: Services And Other Operating Expenditures	4,300.00	0.00	4,300.00	0.00	0.00	4,300.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	181,326.00	205,498.00	181,326.00	202,619.00	202,619.00	586,564.00
	Other	0.00	9,000.00	0.00	0.00	0.00	0.00
0000: Unrestricted	0000	50,734.00	45,041.00	50,734.00	29,918.00	30,918.00	111,570.00
0000: Unrestricted	Base	1,000.00	5,473.00	1,000.00	1,000.00	0.00	2,000.00
0001-0999: Unrestricted: Locally Defined	0100	125,292.00	145,984.00	125,292.00	154,706.00	154,706.00	434,704.00
0001-0999: Unrestricted: Locally Defined	Supplemental	0.00	0.00	0.00	7,995.00	7,995.00	15,990.00
4000-4999: Books And Supplies	Base	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Other	0.00	0.00	0.00	9,000.00	9,000.00	18,000.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Other	4,300.00	0.00	4,300.00	0.00	0.00	4,300.00

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

Total Expenditures by Goal						
Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	178,326.00	202,498.00	178,326.00	199,619.00	199,619.00	577,564.00
Goal 2	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	9,000.00
Goal 3			0.00	0.00	0.00	0.00

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