

LCFF Budget Overview for Parents

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

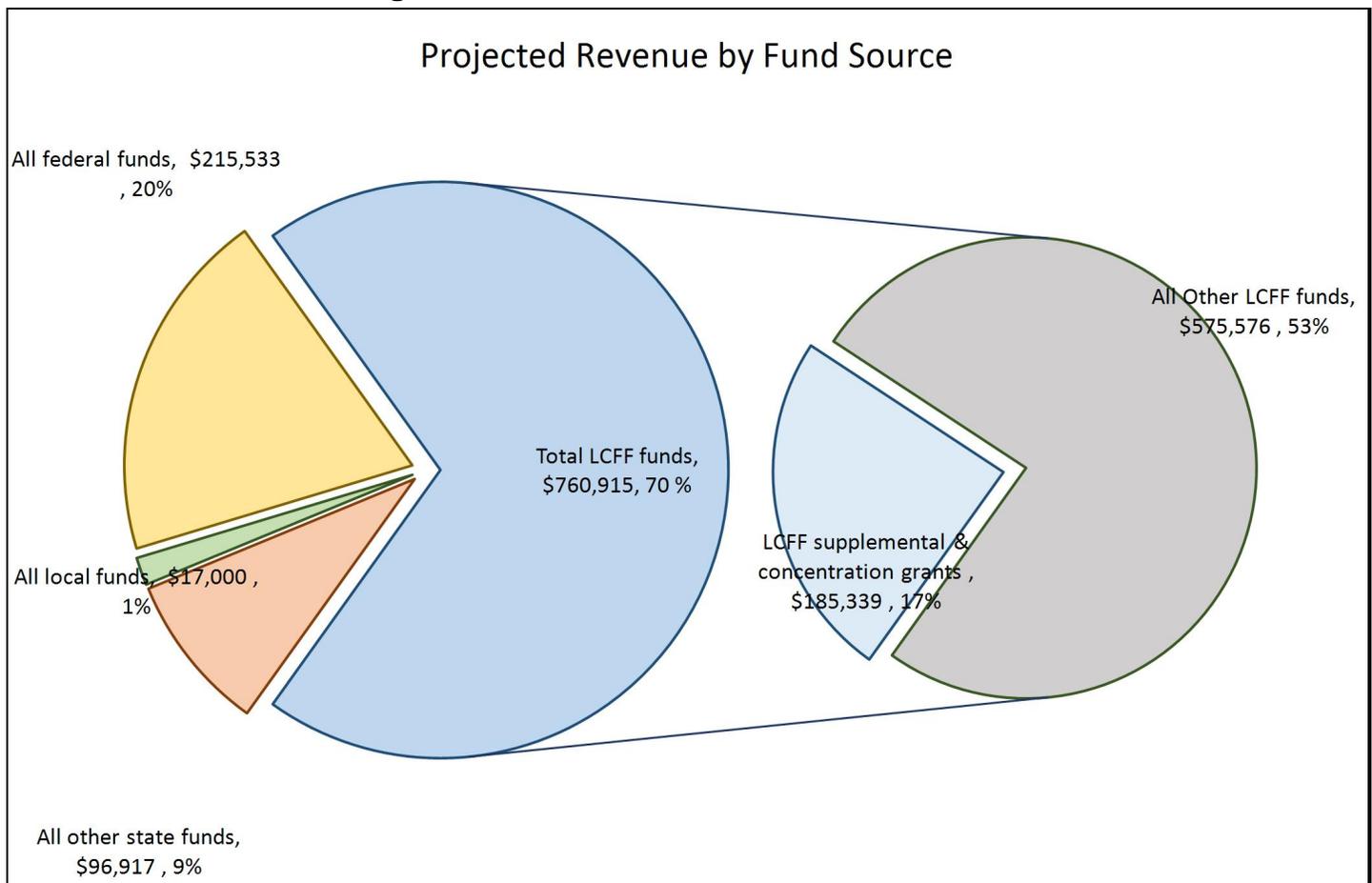
CDS Code: 04 73379 0000000

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

LEA contact information: Patsy Oxford, Superintendent

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

Budget Overview for the 2019-20 LCAP Year

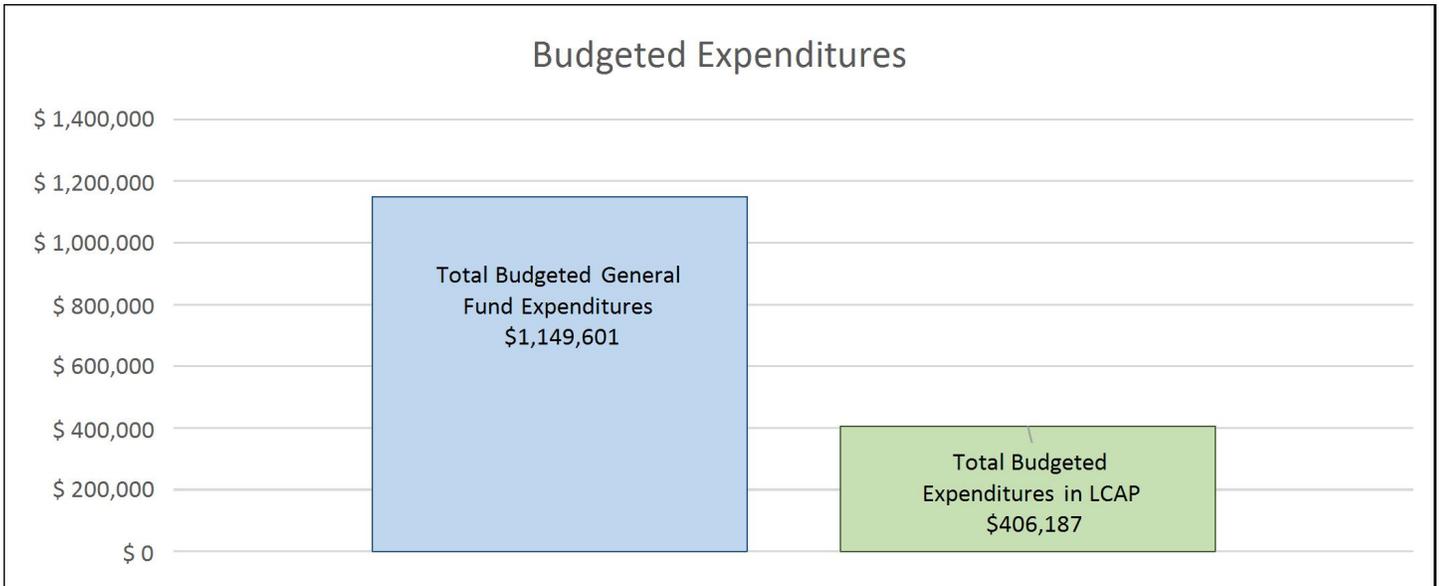


This chart shows the total general purpose revenue Pioneer Union Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Pioneer Union Elementary School District is \$1,090,365, of which \$760,915 is Local Control Funding Formula (LCFF), \$96,917 is other state funds, \$17,000 is local funds, and \$215,533 is federal funds. Of the \$760,915 in LCFF Funds, \$185,339 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

Pioneer Union Elementary School District plans to spend \$1,149,601 for the 2019-20 school year. Of that amount, \$406,187 is tied to actions/services in the LCAP and \$743,414 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

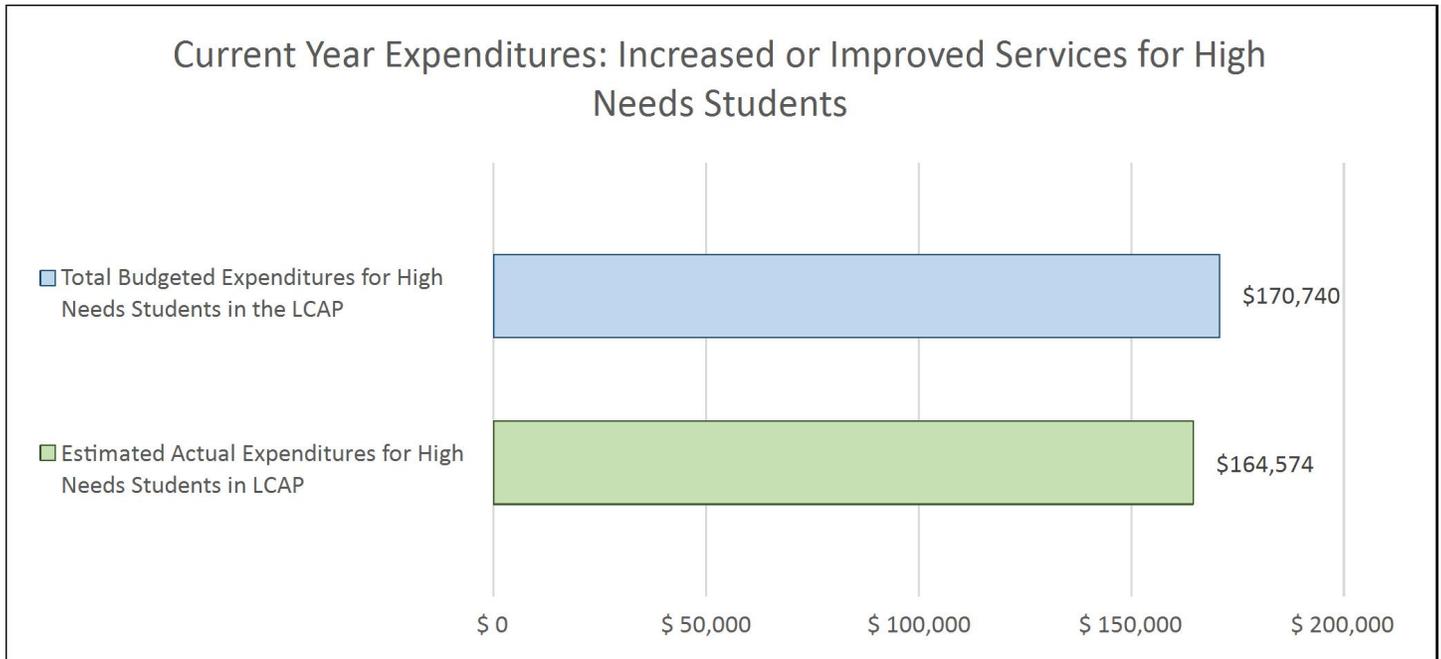
In addition to those expenditures included in the LCAP, expenditures in the General Fund also include administrative and clerical salaries and benefits, maintenance and transportation costs, utilities and facility costs, and the costs associated with providing Special Education.

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

In 2019-20, Pioneer Union Elementary School District is projecting it will receive \$185,339 based on the enrollment of foster youth, English learner, and low-income students. Pioneer Union Elementary School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Pioneer Union Elementary School District plans to spend \$183,581 on actions to meet this requirement.

LCFF Budget Overview for Parents

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



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

In 2018-19, Pioneer Union Elementary School District's LCAP budgeted \$170,740 for planned actions to increase or improve services for high needs students. Pioneer Union Elementary School District estimates that it will actually spend \$164,574 for actions to increase or improve services for high needs students in 2018-19.

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
Pioneer Union Elementary School District	Patsy Oxford Superintendent	poxford@puesd.org (530) 589-1633

2017-20 Plan Summary

The Story

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

Our 26 acre rural campus is located in the northern California Sierra Nevada, 22 miles from Oroville. Pioneer Union Elementary School District (PUESD) was created in 1962 when Berry Creek Elementary School and Bald Rock School were combined. Due to declining enrollment in the 1980's Bald Rock school was closed and Berry Creek Elementary became a K-8 site and also operates a preschool. Butte County Office of Education supports the school by operating the after school program.

There are sixty-eight students in grades TK-8. Our enrollment fluctuated by twenty students this school year. Classes are divided into TK-2, 3-5 and 6-8. School enrollment has an unduplicated student count of ninety-two percent socioeconomically disadvantaged, and eighteen percent receive Special Education services. Our current school population is twenty-one percent Hispanic, two percent Native American, sixty-four percent White and fourteen percent of Multiple race.

The Berry Creek families and school staff believe in educating the whole child. The staff and the Board of Trustees take pride in helping children to grow academically, socially, and emotionally. We look forward to integrating the California State Standards, Smarter Balance Assessments, Technical Skills, and Career Connected Instruction, in order to prepare our students for future success in life. We expect students to be actively involved, enthusiastic about, and responsible for their own learning. We strive to produce a safe and challenging environment where students develop competitive and cooperative skills with a high sense of self-respect.

The vision of Pioneer Union Elementary School District is to produce students who are motivated to be lifelong learners and capable of setting clear educational and personal goals. With the support of the community and parents, our students will graduate with the necessary academic and social skills to achieve these goals.

Berry Creek Elementary adopted three Local Control Accountability Plan (LCAP) goals. Our focus is College and Career Readiness, Caring Environment and Family Engagement. The Local Control Funding Formula (LCFF) designates the fund distribution to support implementation of these goals. The LCAP and LCFF are updated monthly as a permanent agenda item at school board meetings. In addition they are also reviewed by staff, students, school board members, parents and community members on a yearly basis.

This past year a big part of our story had been the percentage of students coming and going. We had 34 students move to the area and 29 students move out. This created a 42% turnover in our student population. In sharing this information with our stakeholders we agree that we need to assess and remediate if needed at a quicker pace in a more diagnostic manner.

LCAP Highlights

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

The current three year LCAP continues to be organized under three goal areas and included thirteen actions to make measurable progress toward our goals. In the area of College and Career Ready we continue to greatly improve the use of technology at our school site as we are hoping to have more connectivity added this summer. . All classrooms have access to laptops as well as IPADS to support learning. We continued implementation of the the Lucy Calkins Writing Program at the beginning of the school year school wide. Completed writing assignments were shared with the school board at monthly meetings. Our writing coach co-taught with our new K-2 teacher weekly. The third through eighth grade classrooms were given tech support by our Library/Media Specialist twice a week focusing on teaching the technology standards. Students demonstrated their use of technology at Open House and when completing classroom projects. We continue to provide transportation to and from school at dismissal time and at the completion of the after school program.

In the area of Caring Environment we have upgraded our library and classrooms which resulted in a good rating on our FIT report. Two of our teachers are in their proper teaching assignments. We recently had an EL student enroll in one of our classrooms and the teacher does not possess a CLAD credential. The teacher is currently registered to take the credential exam. Aide time was increased to offer remediation for students not at grade level in the areas of reading and math. Positive Behavior Intervention Support (PBIS) continues to be very successful and we have expanded our implementation of behavior expectations, awards and incentives as demonstrated by our decreased suspension rate.

Engagement of Families in the Community continued to be successful with an increase in parental attendance for all school functions and activities. We had new parents join our Parents Club and expanded our School Site Council. The school also attended many of the local university productions for visual and performing arts which is something most of our families would not do on their own.

Review of Performance

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

Greatest Progress

Our district dashboard data showed a decrease in chronic absenteeism. We were at 63.3% which was a decrease of 1.6%. In collaboration with stakeholders and staff we brought in support to implement our PBIS strategies on a more consistent level. With this additional support we were able to also expand our small group instruction in grades 3-5 and 6-8. It also allowed us to start home to school weekly reading packets for K-2. New intervention materials were incorporated with the core curriculum in reading and math grades 3-8 including the Resource program to focus on the essential standards. In addition we purchased a parent portal program to give parents live access to their child's academic progress. We also created a monthly teacher conference day for parents to meet with their child's teacher during PLC time to increase parent to school communication. We were also very fortunate to have some new families join our school and become very involved in our School Site Council and Parents Club. They have had a big impact on our school in a very short amount of time.

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

Greatest Needs

Our local control indicator shows we are scoring in the red for suspension rate and orange for chronic absenteeism. We did not receive a color performance level for math, language arts or english learners as we were under the minimum size for reporting. To address our suspension rate we plan on continuing our PBIS program and increasing rewards for attendance and good behavior. We will continue to work with our behavior specialist to implement classroom strategies to stop escalating behaviors and improve our social emotional learning strategies. We will continue the use of star charts and daily contracts in the classrooms to support and improve classroom behavior. We will also continue weekly drawings for those students with perfect attendance from the previous week. We will continue to use our new communication system- Schoolwise with texting, email, facebook and autodialing. We will continue our monthly parent conference open door time and will expand our scheduled parent conferences to every trimester. For our special education students with chronic absenteeism we are adding an attendance goal to their IEP's.

Our "distance from 3" improved in both reading and math which shows improvement but we are still far from the standard. All stakeholders feel new curriculum will have the greatest impact therefore we will be purchasing new Language Arts and Science curriculum as well as supplementing our Math curriculum as we just have the basic program. We will be adding additional training days for teachers prior to school starting as well as additional regularly scheduled support throughout the year through our county office. If our bandwidth expands we are planning on ordering an assessment and instruction data system. In addition we are hiring an academic coach to support a more strategic Rtl program.

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

Performance Gaps

We have no significant subgroups and we have no English Learners at our site.

Comprehensive Support and Improvement

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

Schools Identified

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

Berry Creek Elementary School

Support for Identified Schools

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

Stakeholders (parents club, school site council, school board members and staff) have met throughout the year to review our dashboard information, SBAC scores and trimester STAR reading and math scores. A parent survey was created to receive feedback from stakeholders to guide our planning. Our school is 94% free and reduced lunch. In looking at our attendance we realized our school had 34 new students enroll in our school this year with 29 students left for a 42% turnover in our school population. Due to this information we realize that we need to start students with academic needs in intervention as quickly as we can. All students have access to curriculum, a broad course of study, and intervention services.

Monitoring and Evaluating Effectiveness

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

Implementation and effectiveness of our plan will be evaluated in collaboration with our county office through implementation of our new curriculum and expansion of our math program through regularly scheduled trainings. Effectiveness will be monitored through a response to intervention model of 6-8 week progress monitoring for students in intervention and trimester monitoring of STAR assessments. Teachers and staff will monitor progress based on an Implementation rubric developed in accordance with BCOE. Reporting of this information to all stakeholders will occur every trimester for feedback and next steps based on data.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 1

All students will achieve 21st Century Skills and be prepared to successfully transition to a high school college and career readiness pathway.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Priority 2 State Standards Rubric Self Survey

18-19

All staff will increase by one level in the stages of the CCSS Stages of implementation Rubric Self Survey

Baseline

Pioneer Staff is currently working at Level 2 on the Implementation Rubric.

On the CCSS Implementation rubric staff showed evidence they are at a level 3-Full Awareness for Standards and Framework and Planning. They demonstrated they are at a level 4 in instruction and summative and formative assessments.

Metric/Indicator

Priority 8 Local Academic Benchmark

18-19

Increase by 1% the reading performance of students grades K-3, as measured by AR/STAR reading assessments and by 1% the math performance of students grades K-8 on district math assessments.

Baseline

Student STAR growth scores show the average year growth per grade level. Assessments were done in August 2018 and May2019.

Math- Increases
 3rd grade- .6 of a year
 4th grade- 1 year
 5th grade-1 year
 6th grade-1 year
 7th grade-2.7 years

Expected

AR/Star results for end of year 2016-17:

Metric/Indicator

Priority 4 SBAC Scores

18-19

Improve the "distance from 3" scores on the SBAC state assessment by 15 points for ELA and 20 points for Math.

Baseline

2015-16

ELA:

All -83.6

LI -83.6

Math:

All -95.3

LI -95.3

Metric/Indicator

Priority 7 Course Access

18-19

100% of students will have access to art education monthly.

Baseline

2016-17 100% of students had access to art education on a monthly basis

Actual

8th grade-2.1 years

Reading-

2nd grade-.6 of a year

3rd grade-.6 of a year

4th grade- 1 year

5th grade- 1.4 years

6th grade-1 year

7th grade- .5 of a year

8th grade- 1 year

Scores declined from "distance from 3" in both ELA and Math.

ELA-All students (English Only) were 68.8 points below standard which was an increase of 21.6.

SED- 76.7 below standard which is a 16.5 point increase.

White-70.8 below standard which is a 20.4 point increase.

Math-All students (English Only) were 66.5 points below standard which was an increase of 34.2 .

SED- 78.5 points below standard which is an increase of 23.5 points.

White- 68.7 points below standard which is an increase of 27.6.

Distance from 3:

2015-16

2016-17

2017-18

ELA-83.6

ELA-89.4

ELA-68.8

Math 95.3

Math-99.6

Math-66.5

100% of all students have monthly access to art education. Music and dance were added weekly for all students.

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
Staff professional development will include training for MTSS, the use of technology, and implementation of the California Standards.	Fully implemented.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 4,000.00	
		5800: Professional/Consulting Services And Operating Expenditures Title II 3,194.00	

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
We are changing this action due to funding and connectivity issues. The change will include IT Professional Services provided by BCOE.	We increased the number of IPADS in every classroom so student's had more access to complete technology standards.	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 22,000	

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide resources to ensure all students have access to transportation to and from school. S&C funds used for encroachment.	Students were bused to and from school daily and supplied transportation from after school program.	2000-2999: Classified Personnel Salaries Supplemental and Concentration 37,600.00	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 37,600.00

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide resources to ensure all students have access to a breakfast, lunch and afterschool snack program that meets all of the requirements for the California	All students were fed breakfast and lunch daily. A snack was provided for the after school program daily.	2000-2999: Classified Personnel Salaries Supplemental and Concentration 11,800.00	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 11,800.00

School Nutrition Program. S & C funds used for encroachment.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide support from BCOE for Administrative services and indirect costs and con app.	BCOE supported staff and administration on a regular basis with trainings, budget support and Con App application completion.	Indirect Cost 5800: Professional/Consulting Services And Operating Expenditures Title V 203.00	
		ConApp and Indirect 5800: Professional/Consulting Services And Operating Expenditures Title I 5,146.00	
		Indirect 5800: Professional/Consulting Services And Operating Expenditures Title II 216.00	

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.

These goals/services were adopted to support students to close the achievement gap by receiving individualized small group targeted instruction, improve student attendance and behavior as well as support parenting skills. Actions within Goal 1 were implemented. Teachers collaboratively completed the CCSS metric survey for Implementation, ELA, Math, Science and for Family and Community Engagement. Students were given the STAR reading and math assessments each trimester. All students in grades 3-8 were given the required state academic tests. Three students did not participate in testing due to parent requests for exemptions.

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

Our SBAC "distance from 3" scores improved in both reading and math. ELA increased by 12.6 points and Math increased by 32.3. We are pleased with the improvement in our scores but continue to be far from our targeted score.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The goal will remain unchanged, and all action and services will remain unchanged. Metric indicator will be changed to STAR for grades 2-8 for reading and 3-8 for math. Changes will be found in the 2019-2020 LCAP.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 2

We will ensure all students, staff and community will have access to a safe and caring environment with clean, well maintained facilities and highly qualified staff.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Priority 1 Facilities in good repair

18-19

Maintain exemplary/good overall facilities rating as measured by the FIT report.

Baseline

100% of facilities received a good/exemplary rating on the FIT.

Facilities remain in good repair as measured by the FIT report

Metric/Indicator

Priority 1 Sufficient Instructional Materials

18-19

Maintain 100% compliance of student accessibility of standards-aligned instructional materials as measured by William's review or district self assessment.

Baseline

100% of students have sufficient standard's aligned material in 2016-17.

100% of students have access to sufficient aligned material.

Expected

Metric/Indicator

Priority 1 Credentialed Teachers

18-19

Maintain 0% of teachers being mis-assigned.

Baseline

100% of teachers are appropriately credentialed and assigned for 2016-17.

Metric/Indicator

Priority 5 - School attendance rates

18-19

Student attendance rates will increase to 94%

Baseline

2015-16 : 82.01%

Metric/Indicator

Priority 5 Chronic absenteeism rates

18-19

Reduce chronic absenteeism by 2%.

Baseline

2015-16 Chronic absenteeism rate was 44%.

Metric/Indicator

Priority 5 Middle School Dropout Rate

18-19

Maintain middle school drop out rates at less than 1%.

Baseline

Dropout rates for 2015-16 0%

Metric/Indicator

Priority 6 Suspension Rate/Suspension Indicator

18-19

Reduce suspension rates by 5% and improve color on Dashboard.

Baseline

2015-16 Suspension status rate:

All 29.3% (Red)

LI 30% (Red)

White 27.7% (Red)

Metric/Indicator

Actual

We have one teacher that is completing his CLAD certification to become an appropriately credentialed teacher.

Using the fall 2018 dashboard data our chronic absenteeism rate declined by 1.6% to 63.3%. We did not meet our goal of 2%.

Using the fall 2018 dashboard data our drop out rates remained at 0%.

Using the fall 2018 dashboard data our Suspension Rate increased by 8.3% to 13.1 students who have been suspended at least once.
All 13.1 %, increased 8.3%
SED-13.1% increased 8.3%
White-13.9 % increased 8.7%

Our expulsion rate remains at 0%.

Expected

Actual

Priority 6 Expulsion Rate

18-19
Maintain expulsion rates at 0%.

Baseline
2015-16 0%
2016-17 0%

Metric/Indicator
Priority 6 Local Climate Survey

18-19
Increase the percent of students feeling safe at school as measured by Parent/Student LCAP Survey to 96%.

Baseline
2015-16 90% of students felt safe at school "most" or "all" of the time.

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
Fund instructional aides, media specialist, and partial salary of a credentialed teacher to support primary students in their reading, ELA and Math basic skills and support smaller class size.	All actions and services were implemented for support in the classroom.	2000-2999: Classified Personnel Salaries Title I 22,809.00	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 22,809.00
		1000-1999: Certificated Personnel Salaries Supplemental and Concentration 54,450.00	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 54,450.00
		2000-2999: Classified Personnel Salaries Supplemental and Concentration 34,526.00	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 34,528.00

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement Intervention programs of PBIS, Second Step and Mind Up in order to reduce suspension rates.	Fully implemented, all programs were purchased.	4000-4999: Books And Supplies Supplemental and Concentration 1,287.00	4000-4999: Books and Supplies LCFF Supplemental and Concentration 1287.00

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
We combined this action with 2.1			

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide attendance awards and incentives for students with positive attendance	This action was fully implemented, we created a student store and are using "caught being good" tickets to be spent at the student store.	4000-4999: Books And Supplies Supplemental and Concentration 1,663.00	

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide on-site parenting classes, staff training on behavioral support, and continue student behavioral interventions.	We were not able to offer parenting classes but will be offering them next year as we are reaching out to other districts for presenters.	5800: Professional/Consulting Services And Operating Expenditures Title V 2,997.00	

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.

These goals and services were adopted to support students to close the achievement gap by receiving individualized small group targeted instruction and improve student attendance and behavior.
All actions and services were fully except parenting classes which we were not able to contract that service but we have already contacted presenters for next year that were recommended by other schools in our area.

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

Paraprofessionals in the classrooms support small group instructions, interventions and groupings for three grade classrooms which improved all test scores and is helping to close the achievement gap. Increased incentives for attendance lowered our chronic absenteeism rate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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.

Goals will remain the same and Action 1 will be changed to funding 4 paraprofessionals and adding short term after school tutoring.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 3

Pioneer Union Elementary School District will engage families in the school community to seek input in decision making and increase attendance at school functions.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 3 - Parent Involvement</p> <p>18-19 Increase the % of parents attending school functions by at least 1% as measured by attendance records of school functions</p> <p>Baseline 2015-16</p> <p>For 2016-2017 80% of parents attended at least one parent event such as Back to School Night, Open House or Parent Conferences.</p>	

Actions / Services

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

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Increase communication to families via: phone calls, auto dialer, text messages, emails, school website, surveys, school marquee, appropriate social media

This action is implemented fully as our daily office procedures. We added a parent portal to our school data system.

4000-4999: Books And Supplies Supplemental and Concentration 1,532.00

5000-5999: Services and Other Operating Expenditures LCFF Supplemental and Concentration 2,100

Action 2

Planned Actions/Services

Implement outreach methods for connecting with school and community members. Open door meeting time with parents (weekly) and coordination with parent conferences.

Actual Actions/Services

This action and services were fully implemented. We have a weekly arranged open door meeting time and we coordinate parent conferences.

Budgeted Expenditures

4000-4999: Books And Supplies Supplemental and Concentration 350.00

Estimated Actual Expenditures

Action 3

Planned Actions/Services

Provide and maintain activities that connect families and community members to school. Parents Club, Site Council, Back to School Night, Holiday Show, Open House, Science Fair, Spring Academic Gallery, Parent surveys, Student surveys, Volunteer opportunities, Field trips

Actual Actions/Services

This action was fully implemented as all these events were added to our yearly calendar. Parents club met bi-monthly and School Site Council met monthly starting in January 2019.

Budgeted Expenditures

4000-4999: Books And Supplies Supplemental and Concentration 1,532.00

Estimated Actual Expenditures

Analysis

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

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

These goals and services were adopted to support students to close the achievement gap by improving parent involvement and communication. All goals were fully implemented except for parenting classes which will be continued next year. We continue to use all the communication resources at our disposal and all listed school events were a success.

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

We increased the involvement of parents on our School Site Council and Parents Club. We also have seen an increase in attendance at school board meetings. We had a big increase in community involvement at our yearly fundraiser by reaching out to businesses and community groups. We also found that parents are not using our Parent Portal as we had hoped so we will be having a person at the initial parent conference and Back to School night helping parents log in to the system so they can see how their child is doing academically in real time.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

This goal and actions will be continued in the 2019-2020 LCAP. We will be adding parent conferences at each report card period for next year on Action 2.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

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

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.

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.

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.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

Expected

Actual

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

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.

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.

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.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

Engaging parents, students, school staff members, and community members in the development of the Local Control Accountability Plan (LCAP). LCAP updates are a standard item on the school board agenda. Goals, Measurable Outcomes and Actions and are updated monthly. Our LCAP plan is permanently displayed in the cafeteria for transparency. To annually update and revise goals and actions centered on the eight state priorities and other local priorities the district collaborates with all stakeholders. Throughout the spring 2019 several stakeholder meetings (School Site Council, Parents Club, PLC with staff, parents, students) were held to review data, implementation of LCAP actions and services, and evaluation of budget constraints. In addition to meeting with stakeholder groups, PUESD administers an annual parent and student survey to engage students, families and staff member in the annual review and development of the Local Control Accountability Plan goals and actions.

School Site Council and Parent Club Meetings- January 14, 2019, February 21, 2019, March 27, 2019, April 24, 2019 and May 29, 2019.

May 13, 2019- LCAP survey was sent home and completed by staff and 92% of families returned the survey. School board, staff and community members also complete the survey.

Impact on LCAP and Annual Update

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

In gathering feedback from data and surveys we continue to have similar priorities as last year. Improve attendance, academic performance, and school climate. With a 42% turnover of students it is important to continue to provide a multi-tiered system of support (RtI) for students grade 3-8 in reading and math. Data showed these interventions supported academic student success. With additional grant funding stakeholders felt new curriculum and implementation training is our greatest need for both students and

teachers. In addition they also felt more support to the classrooms with paraprofessionals was also needed. We will continue to improve our use of technology by purchasing more computers and IPADS dependent upon additional bandwidth.

The stakeholders also felt a nurturing safe school environment that engages all students is an area of need . This is being addressed in the LCAP by providing transportation to and from school as well as after the after school program and by providing breakfast and lunch to all students.

The stakeholders also agreed that we should continue working with our county SARC (School Attendance Review Committee) and our local Sheriff's department to inform parents of the importance of daily school attendance. We will continue to offer incentives and increase parent communication that every day counts!

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 achieve 21st Century Skills and be prepared to successfully transition to a high school college and career readiness pathway.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

60% of our students in grades 3-8 have not met the state standards in ELA. 52.5% of our students have not met the state standards in Math.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 2 State Standards Rubric Self Survey	Pioneer Staff is currently working at Level 2 on the Implementation Rubric.	All staff will increase by one level in the stages of the CCSS Stages of implementation Rubric Self Survey	All staff will increase by one level in the stages of the CCSS Stages of implementation Rubric Self Survey	All staff will increase by one level in the stages of the CCSS Stages of implementation Rubric Self Survey
Priority 8 Local Academic Benchmark	AR/Star results for end of year 2016-17:	Increase by 1% the reading performance of students grades K-3, as measured by AR/STAR	Increase by 1% the reading performance of students grades K-3, as measured by AR/STAR	Increase by 1 year the reading performance of students grades K-3, as measured by STAR

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>reading assessments and by 1% the math performance of students grades K-8 on district math assessments.</p> <p>All students will have access to monthly art docent lessons and will meet the 200 minutes every ten days requirement for physical education. All third through eighth grade student's will participate in State Physical Fitness testing completed in May.</p>	<p>reading assessments and by 1% the math performance of students grades K-8 on district math assessments.</p>	<p>reading assessments and by 1 year the math performance of students grades K-8 on district math assessments.</p>
Priority 4 SBAC Scores	<p>2015-16</p> <p>ELA: All -83.6 LI -83.6</p> <p>Math: All -95.3 LI -95.3</p>	<p>Improve the "distance from 3" scores on the SBAC state assessment by 15 points for ELA and 20 points for Math.</p>	<p>Improve the "distance from 3" scores on the SBAC state assessment by 15 points for ELA and 20 points for Math.</p>	<p>Improve the "distance from 3" scores on the SBAC state assessment by 15 points for ELA and 20 points for Math.</p>
Priority 7 Course Access	<p>2016-17 100% of students had access to art education on a monthly basis</p>	<p>100% of students had access to art education monthly.</p>	<p>100% of students will have access to art education monthly.</p>	<p>100% of students will have access to art education monthly.</p>

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: Berry Creek Elementary

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

Staff professional development and materials for MTSS, the use of technology, and implementation of the California Standards.

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

Unchanged Action

2018-19 Actions/Services

Staff professional development will include training for MTSS, the use of technology, and implementation of the California Standards.

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

Modified Action

2019-20 Actions/Services

Berry Creek School will provide supplemental support to struggling students by providing supplemental instructional materials, academic coaching, and access to instructional websites/apps.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	6,965.00	4,000.00	4,000
Source	Supplemental	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures
Amount		3,194.00	\$2,980
Source		Title II	Title II
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures
Amount			\$3,000
Source			LCFF Supplemental and Concentration
Budget Reference			4000-4999: Books and Supplies Standards Plus
Amount			\$104
Source			Other
Budget Reference			4000-4999: Books and Supplies Title VII Indian Education Funds
Amount			\$20,370
Source			Federal Funds
Budget Reference			5000-5999: Services and Other Operating Expenditures CSI - Software and web-based contracts

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: Berry Creek School

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Increase access to technology by purchasing additional student and teacher devices.

2018-19 Actions/Services

We are changing this action due to funding and connectivity issues. The change will include IT Professional Services provided by BCOE.

2019-20 Actions/Services

IT Professional Services provided by BCOE to maintain and increase access.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	10,000.00	22,000	20,000
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

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)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Low Income

Schoolwide

Specific Schools: Berry Creek Elementary

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

Provide resources to ensure all students have access to transportation to and from school. S&C funds used for encroachment.

2018-19 Actions/Services

Provide resources to ensure all students have access to transportation to and from school. S&C funds used for encroachment.

2019-20 Actions/Services

Provide resources to ensure all students have access to transportation to and from school. S&C funds used for encroachment.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	19,500.00	37,600.00	\$25,000
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

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)

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: Berry Creek Elementary

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

Provide resources to ensure all students have access to a breakfast, lunch and afterschool snack program that meets all of the requirements for the California School Nutrition Program. S & C funds used for encroachment.

2018-19 Actions/Services

Provide resources to ensure all students have access to a breakfast, lunch and afterschool snack program that meets all of the requirements for the California School Nutrition Program. S & C funds used for encroachment.

2019-20 Actions/Services

Provide resources to ensure all students have access to a breakfast, lunch and afterschool snack program that meets all of the requirements for the California School Nutrition Program. S & C funds used for encroachment.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	25,000.00	11,800.00	\$18,000
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Action 5

All
[Add Students to be Served selection here]

All Schools
[Add Location(s) selection here]

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

Specific Schools: Berry Creek Elementary
[Add Location(s) selection here]

Actions/Services

New Action

Unchanged Action

Provide support from BCOE for Administrative services and indirect costs and con app.

Provide support from BCOE for Administrative services and indirect costs and con app.

Budgeted Expenditures

Amount		203.00	\$740
Source		Title V	Title V
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures Indirect Cost	7000-7439: Other Outgo Indirect
Amount			\$1,500
Source			Title IV
Budget Reference			7000-7439: Other Outgo Indirect
Amount		5,146.00	2,369
Source		Title I	Title I
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures ConApp and Indirect	7000-7439: Other Outgo ConApp and Indirect

Amount			\$254
Source			Federal Funds
Budget Reference			7000-7439: Other Outgo Title VII Indian Ed - Indirect
Amount		216.00	\$419
Source		Title II	Title II
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures Indirect	7000-7439: Other Outgo Indirect
Amount			\$5,696
Source			Federal Funds
Budget Reference			7000-7439: Other Outgo CSI - Title I - Indirect

Action 6

All	All Schools
-----	-------------

OR

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

Actions/Services

		New Action
--	--	------------

		Provide Professional Learning, staff coaching, and materials for implementation of a solid multi-tiered system of support that includes common core aligned curriculum, needed technology, SEL materials and support, and PBIS PD.
--	--	--

Budgeted Expenditures

Amount			\$60,000
Source			Federal Funds
Budget Reference			4000-4999: Books and Supplies CSI - New curriculum for ELA and Science
Amount			\$16,000
Source			Federal Funds
Budget Reference			4000-4999: Books and Supplies CSI - Technology to support instruction
Amount			50,000
Source			Federal Funds
Budget Reference			5800: Professional/Consulting Services and Operating Expenditures CSI - Contract for Implementation Support from BCOE

Action 7

OR

Actions/Services

		New Action
		With CSI grant hire short term parent liaison to set up communication system between teacher, school and families.

Budgeted Expenditures

Amount

\$3,000

Source

Federal Funds

Budget

2000-3999: Classified Salaries and
Benefits
CSI Funds

Reference

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 2

We will ensure all students, staff and community will have access to a safe and caring environment with clean, well maintained facilities and highly qualified staff.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Our school was built in the 1980's and is in need of constant repair to continue a "good" FIT rating. Attendance rates continue to be an area of need. Our rates of chronic absenteeism have increased especially with our Special Education students.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1 Facilities in good repair	100% of facilities received a good/exemplary rating on the FIT.	Maintain exemplary/good overall facilities rating as measured by the FIT report.	Maintain exemplary/good overall facilities rating as measured by the FIT report.	Maintain exemplary/good overall facilities rating as measured by the FIT report.
Priority 1 Sufficient Instructional Materials	100% of students have sufficient standard's aligned material in 2016-17.	Maintain 100% compliance of student accessibility of standards-aligned instructional materials	Maintain 100% compliance of student accessibility of standards-aligned instructional materials	Maintain 100% compliance of student accessibility of standards-aligned instructional materials

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		as measured by William's review or district self assessment.	as measured by William's review or district self assessment.	as measured by William's review or district self assessment.
Priority 1 Credentialed Teachers	100% of teachers are appropriately credentialed and assigned for 2016-17.	Maintain 0% of teachers being mis-assigned.	Maintain 0% of teachers being mis-assigned.	Maintain 0% of teachers being mis-assigned.
Priority 5 - School attendance rates	2015-16 : 82.01%	Student attendance rates will increase to 92.5%	Student attendance rates will increase to 94%	Student attendance rates will increase to 95%
Priority 5 Chronic absenteeism rates	2015-16 Chronic absenteeism rate was 44%.	Reduce chronic absenteeism by 2%.	Reduce chronic absenteeism by 2%.	Reduce chronic absenteeism by 2%.
Priority 5 Middle School Dropout Rate	Dropout rates for 2015-16 0%	Maintain middle school drop out rates at less than 1%.	Maintain middle school drop out rates at less than 1%.	Maintain middle school drop out rates at less than 1%.
Priority 6 Suspension Rate/Suspension Indicator	2015-16 Suspension status rate: All 29.3% (Red) LI 30% (Red) White 27.7% (Red)	Reduce suspension rates by 5% and improve color on Dashboard.	Reduce suspension rates by 5% and improve color on Dashboard.	Reduce suspension rates by 5% and improve color on Dashboard.
Priority 6 Expulsion Rate	2015-16 0% 2016-17 0%	Maintain expulsion rates at 0%.	Maintain expulsion rates at 0%.	Maintain expulsion rates at 0%.
Priority 6 Local Climate Survey	2015-16 90% of students felt safe at school "most" or "all" of the time.	Increase the percent of students feeling safe at school as measured by Parent/Student LCAP Survey to 93%.	Increase the percent of students feeling safe at school as measured by Parent/Student LCAP Survey to 96%.	Increase the percent of students feeling safe at school as measured by Parent/Student LCAP Survey to 98%.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: Berry Creek Elementary

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

Fund an aide to support primary students in their reading, ELA and Math basic skills

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

Modified Action

2018-19 Actions/Services

Fund instructional aides, media specialist, and partial salary of a credentialed teacher to support primary students in their reading, ELA and Math basic skills and support smaller class size.

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

Modified Action

2019-20 Actions/Services

Fund instructional aides and partial salary of a credentialed teacher to support primary students in their reading, ELA and Math basic skills and support smaller class size. Short term after-school tutoring.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	40,000.00	22,809.00	24,636.00
Source	Supplemental and Concentration	Title I	Title I
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		54,450.00	68,184
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999, 3000-3999: Certificated Salaries and Benefits % FTE for Class size reduction
Amount		34,526.00	\$39,033.00
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference		2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries Para Pros
Amount			\$3,642
Source			Other
Budget Reference			2000-3999: Classified Salaries and Benefits Title VII Indian Ed
Amount			\$8,500
Source			Title IV
Budget Reference			2000-3999: Classified Salaries and Benefits

Amount			\$5,020.
Source			Title V
Budget Reference			2000-3999: Classified Salaries and Benefits
Amount			\$14,876
Source			Federal Funds
Budget Reference			2000-3999: Classified Salaries and Benefits CSI
Amount			\$2,500
Source			Federal Funds
Budget Reference			1000-1999, 3000-3999: Certificated Salaries and Benefits CSI - after-school tutoring

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: Berry Creek Elementary

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	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Implement Intervention programs of PBIS and Second Step in order to reduce suspension rates.	Implement Intervention programs of PBIS, Second Step and Mind Up in order to reduce suspension rates.	Implement Intervention programs of PBIS, Second Step and Mind Up in order to reduce suspension rates.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,287.00	1,287.00	1,287.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: Berry Creek Elementary

Actions/Services

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

Unchanged Action

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

Modified Action
Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Provide 2 part-time para educators to support reading and math intervention programs.

2018-19 Actions/Services

We combined this action with 2.1

2019-20 Actions/Services

na

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	27,294.00		
Source	Supplemental and Concentration		
Budget Reference	2000-2999: Classified Personnel Salaries		

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: Berry Creek

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

2018-19 Actions/Services

2019-20 Actions/Services

Provide attendance awards and incentives for students with positive attendance	Provide attendance awards and incentives for students with positive attendance	Provide attendance awards and incentives for students with positive attendance
--	--	--

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,663.00	1,663.00	1,663.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

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
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide on-site parenting classes, staff training on behavioral support, and continue student behavioral interventions.	Provide on-site parenting classes, staff training on behavioral support, and continue student behavioral interventions.	Provide on-site parenting classes, staff training on behavioral support, and continue student behavioral interventions.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	4,000.00	2,997.00	0
Source	Supplemental	Title V	
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	

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

Pioneer Union Elementary School District will engage families in the school community to seek input in decision making and increase attendance at school functions.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Identified Need:

Parent Involvement is always an area of need for a small, rural school. We need parents/families to be involved in the decision making that guides our LCAP plan. We need to support an environment that makes all families feel welcome and eager to participate.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3 - Parent Involvement	2015-16 For 2016-2017 80% of parents attended at least one parent event such as Back to School Night, Open House or Parent Conferences.	Increase the % of parents attending school functions by at least 1% as measured by attendance records of school functions	Increase the % of parents attending school functions by at least 1% as measured by attendance records of school functions	Increase the % of parents attending school functions by at least 1% as measured by attendance records of school functions

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: Berry Creek Elementary

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

Increase communication to families via: phone calls, auto dialer, text messages, emails, school website, surveys, school marquee, appropriate social media

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

Unchanged Action

2018-19 Actions/Services

Increase communication to families via: phone calls, auto dialer, text messages, emails, school website, surveys, school marquee, appropriate social media

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

Unchanged Action

2019-20 Actions/Services

Increase communication to families via: phone calls, auto dialer, text messages, emails, school website, surveys, school marquee, appropriate social media

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,532.00	1,532.00	1,532.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

Specific Schools: Berry Creek Elementary

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Implement additional outreach methods for connecting with school community members. Evening dinner input meetings
Donuts with dads Mornings with moms

2018-19 Actions/Services

Implement outreach methods for connecting with school and community members.
Open door meeting time with parents (weekly) and coordination with parent conferences.

2019-20 Actions/Services

Implement outreach methods for connecting with school and community members.
Open door meeting time with parents (weekly) and coordination with parent conferences.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	350.00	350.00	350.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

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

Provide and maintain activities that connect families and community members to school. Parents Club, Site Council, Back to School Night, Holiday Show, Open House, Science Fair, Spring Academic Gallery, Parent surveys, Student surveys, Volunteer opportunities, Field trips

2018-19 Actions/Services

Provide and maintain activities that connect families and community members to school. Parents Club, Site Council, Back to School Night, Holiday Show, Open House, Science Fair, Spring Academic Gallery, Parent surveys, Student surveys, Volunteer opportunities, Field trips

2019-20 Actions/Services

Provide and maintain activities that connect families and community members to school. Parents Club, Site Council, Back to School Night, Holiday Show, Open House, Science Fair, Spring Academic Gallery, Parent surveys, Student surveys, Volunteer opportunities, Field trips

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,532.00	1,532.00	1,532.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

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)

New Goal

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

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

OR

Actions/Services

Budgeted Expenditures

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)

New Goal

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

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

OR

Actions/Services

Budgeted Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$\$185,706

Percentage to Increase or Improve Services

36.1%

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).

After analyzing Berry Creek's needs assessment, it came to light that our current system is not adequately meeting the needs of our low income students in the areas of attendance, behavior, and academics.

To address the attendance barrier we will continue to use our attendance tracking system and are adding a Parent Liaison for one hour daily to communicate with parents on homework assignments, missed assignments, teacher messages and important school information they need to know with one to one personalized phone calls. We are going to continue to use our weekly prizes for attendance. We will track with our students, classroom attendance resulting in quarterly larger prizes. We are also including attendance as a goal on student's IEP's if they demonstrate chronic absenteeism.

To address the socio-emotional needs of student's actions in the LCAP include implementation of Positive Behavior Intervention Systems (Caught Being Good Tickets) , Mind Up, parenting classes, and individualized supports in the forms of daily contracts, star charts, earned free time and positive phone calls home. Contracted services with our Behavioral Specialist will continue as needed.

To improve the academic success of our students we are ordering new Language Arts curriculum, Science curriculum and supplementation of our current math program. All staff will receive training before school starts on the new curriculum with year long support from Butte County Office of Education. In addition we will provide aide support in grades K-2, 3-5 and 6-8 and intervention support to students in need. We will also be creating a new Art classroom supported by our VAPA grant. Our Visual and Performing Arts curriculum will be integrated into all subject areas.

These services are principally directed to serve our low-income students but will also support all the students at Berry Creek Elementary.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$161,785

37.55%

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).

All these actions will be school-wide to ensure the most at-risk students are served. Research supports long term, on-going professional learning for staff (\$4,000) and clear systems of support for students will increase the likelihood of student academic growth. These systems of support will utilize the instructional aides (\$34,526) and all instructional staff in providing differentiated instruction and support to our students. A percentage of a credential teacher will be funded to support smaller class sizes. (\$54,450)

Since the majority of our students do not have access to technology and connectivity in our rural community is sparse, our technology infrastructure and computer updates will be maintained through a contract with BCOE IT department. (\$22,000). To improve the climate at our school and support attendance for our most at risk students, PBIS and incentives will be added. (\$1,287, \$1,663) Research shows that increased parent involvement and parent support for students at home will increase student success in school. We learned at the end of the year that monthly prizes and classroom accountability improved attendance. We plan on having weekly, monthly and quarterly drawings for students who hit these targets to win prizes. We also saw by a lack of completing assignments, not

doing homework, lack of preparation for the day that our student's need to learn the skills to improve their personal responsibility habits. We want to teach students that they can be responsible to do what they need to do. To better support our unduplicated families, a professional will be providing parenting classes. Additionally, we will provide additional outreach, communication, and activities to increase family involvement. (\$3,414) Cafeteria (\$11,800) and Transportation (\$37,600): Supporting our cafeteria and transportation funds directly support our rural low income families by providing food, transportation and access to services.

In order to sustain the services to all our students, without being exclusive we will utilize this in a school wide manner.

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$139,650.00

29.33%

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).

Academic classroom support:

Instructional Aides: \$67,294

Professional Learning Opportunities: \$6,965

All these actions will be school-wide to ensure the most at-risk students are served. Research supports long term, on-going professional learning for staff and clear systems of support for students will increase the likelihood of student academic growth. These systems of support will utilize the instructional aides in providing differentiated instruction and support to our students.

Since the majority of our students do not have access to technology and connectivity in our rural community is sparse, we will increase technology. (\$10,000) To improve the climate at our school and support attendance for our most at risk students, PBIS and incentives will be added. (\$1,287, \$1,663) Research shows that increased parent involvement and parent support for students at home will increase student success in school. To better support our unduplicated families, a professional will be providing parenting classes. (\$4,000) Additionally, we will provide additional outreach, communication, and activities to increase family involvement. (\$3,414) Cafeteria (\$25,000) and Transportation (\$19,500): Supporting our cafeteria and transportation funds directly support our rural low income families by providing food, transportation and access to services.

In order to sustain the services to all our students, without being exclusive we will utilize this in a school wide manner.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
 - (2) The number of students who meet the enrollment requirements.
 - (3) Divide (1) by (2).
- (b) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (c) “High school graduation rate” shall be calculated as follows:
 - (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
 - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).
- (d) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (e) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	205,305.00	164,574.00	139,123.00	205,305.00	406,187.00	750,615.00
	0.00	0.00	0.00	0.00	0.00	0.00
Federal Funds	0.00	0.00	0.00	0.00	172,696.00	172,696.00
LCFF Supplemental and Concentration	0.00	164,574.00	0.00	0.00	183,581.00	183,581.00
Other	0.00	0.00	0.00	0.00	3,746.00	3,746.00
Supplemental	0.00	0.00	10,965.00	0.00	0.00	10,965.00
Supplemental and Concentration	170,740.00	0.00	128,158.00	170,740.00	0.00	298,898.00
Title I	27,955.00	0.00	0.00	27,955.00	27,005.00	54,960.00
Title II	3,410.00	0.00	0.00	3,410.00	3,399.00	6,809.00
Title IV	0.00	0.00	0.00	0.00	10,000.00	10,000.00
Title V	3,200.00	0.00	0.00	3,200.00	5,760.00	8,960.00

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	205,305.00	164,574.00	139,123.00	205,305.00	406,187.00	750,615.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999, 3000-3999: Certificated Salaries and Benefits	0.00	0.00	0.00	0.00	70,684.00	70,684.00
1000-1999: Certificated Personnel Salaries	54,450.00	54,450.00	0.00	54,450.00	0.00	54,450.00
2000-2999: Classified Personnel Salaries	106,735.00	106,737.00	111,794.00	106,735.00	106,669.00	325,198.00
2000-3999: Classified Salaries and Benefits	0.00	0.00	0.00	0.00	35,038.00	35,038.00
4000-4999: Books And Supplies	6,364.00	1,287.00	16,364.00	6,364.00	85,468.00	108,196.00
5000-5999: Services and Other Operating Expenditures	22,000.00	2,100.00	0.00	22,000.00	40,370.00	62,370.00
5800: Professional/Consulting Services and Operating Expenditures	15,756.00	0.00	10,965.00	15,756.00	56,980.00	83,701.00
7000-7439: Other Outgo	0.00	0.00	0.00	0.00	10,978.00	10,978.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	205,305.00	164,574.00	139,123.00	205,305.00	406,187.00	750,615.00
		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999, 3000-3999: Certificated Salaries and Benefits	Federal Funds	0.00	0.00	0.00	0.00	2,500.00	2,500.00
1000-1999, 3000-3999: Certificated Salaries and Benefits	LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	68,184.00	68,184.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	54,450.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	54,450.00	0.00	0.00	54,450.00	0.00	54,450.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	106,737.00	0.00	0.00	82,033.00	82,033.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	83,926.00	0.00	111,794.00	83,926.00	0.00	195,720.00
2000-2999: Classified Personnel Salaries	Title I	22,809.00	0.00	0.00	22,809.00	24,636.00	47,445.00
2000-3999: Classified Salaries and Benefits	Federal Funds	0.00	0.00	0.00	0.00	17,876.00	17,876.00
2000-3999: Classified Salaries and Benefits	Other	0.00	0.00	0.00	0.00	3,642.00	3,642.00
2000-3999: Classified Salaries and Benefits	Title IV	0.00	0.00	0.00	0.00	8,500.00	8,500.00
2000-3999: Classified Salaries and Benefits	Title V	0.00	0.00	0.00	0.00	5,020.00	5,020.00
4000-4999: Books and Supplies	Federal Funds	0.00	0.00	0.00	0.00	76,000.00	76,000.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	1,287.00	0.00	0.00	9,364.00	9,364.00
4000-4999: Books and Supplies	Other	0.00	0.00	0.00	0.00	104.00	104.00
4000-4999: Books And Supplies	Supplemental and Concentration	6,364.00	0.00	16,364.00	6,364.00	0.00	22,728.00
5000-5999: Services and Other Operating Expenditures	Federal Funds	0.00	0.00	0.00	0.00	20,370.00	20,370.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	2,100.00	0.00	0.00	20,000.00	20,000.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	22,000.00	0.00	0.00	22,000.00	0.00	22,000.00
5800: Professional/Consulting Services and Operating Expenditures	Federal Funds	0.00	0.00	0.00	0.00	50,000.00	50,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	4,000.00	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	0.00	0.00	10,965.00	0.00	0.00	10,965.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	4,000.00	0.00	0.00	4,000.00	0.00	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	5,146.00	0.00	0.00	5,146.00	0.00	5,146.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	3,410.00	0.00	0.00	3,410.00	2,980.00	6,390.00
5800: Professional/Consulting Services And Operating Expenditures	Title V	3,200.00	0.00	0.00	3,200.00	0.00	3,200.00
7000-7439: Other Outgo	Federal Funds	0.00	0.00	0.00	0.00	5,950.00	5,950.00
7000-7439: Other Outgo	Title I	0.00	0.00	0.00	0.00	2,369.00	2,369.00
7000-7439: Other Outgo	Title II	0.00	0.00	0.00	0.00	419.00	419.00
7000-7439: Other Outgo	Title IV	0.00	0.00	0.00	0.00	1,500.00	1,500.00
7000-7439: Other Outgo	Title V	0.00	0.00	0.00	0.00	740.00	740.00

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

Total Expenditures by Goal

Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	84,159.00	49,400.00	61,465.00	84,159.00	233,432.00	379,056.00
Goal 2	117,732.00	113,074.00	74,244.00	117,732.00	169,341.00	361,317.00
Goal 3	3,414.00	2,100.00	3,414.00	3,414.00	3,414.00	10,242.00

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

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

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