

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
Seiad Elementary School District	Marsha Jackson CBO	mjackson@seiad.k12.ca.us 530-496-3308

2017-20 Plan Summary

The Story

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

Seiad Elementary School is a remote, rural K-8 school on the Klamath River. The current ADA is 19. Over the past 10 year period, the school enrollment has remained relatively stable. The school building has more than ample size for the number of students and is situated on seven scenic acres. Classroom and group sizes are very small, with an average of 10 students per classroom (K-4 and 5-8). The student to instructional adult ratio is 6 to 1. Current standards based texts, materials and supplies are sufficient for promoting a quality education for the students.

The goal of Seiad Elementary is to meet the individual needs of each child every day. Due to the multi-graded classrooms, students are easily integrated into the appropriate academic situation. Small group settings further facilitate individualized instruction. Attendance is very good. Discipline and behavioral problems are negligible. Staff and students look forward to school each day.

The instructional staff consists of one highly qualified teacher, three part-time instructional aides. Additional staff include CBO, cook, custodian and maintenance. The staff is positive, hard working and has a close relationship with parents and all students.

VISION STATEMENT

All students will learn to use their minds well and be prepared for:

- responsible citizenship
- further learning
- productive employment in our modern economy
- taking responsibility for learning, decisions and actions

Seiad Elementary School is committed to:

- helping each child realize his or her full potential
- stimulating intellectual curiosity
- fostering constant exploration of change as part of our culture
- creating a learning community

Seiad Elementary school demographics include:

* 1 English Learners

* 0 Foster Youth

* 79% Low Income

Title II and Title VI are included in this plan as we consider this our Single District School Plan as well. It includes our student achievement goals, professional development including highly qualified teachers, class size reduction, parent involvement, and the funds necessary to achieve these goals.

LCAP Highlights

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

In 2018-19 we will purchase English Language Arts curriculum aligned with state standards. We will be focusing on arts and technology and safety. As well as continue to build infrastructure in our school garden.

Review of Performance

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

Greatest Progress

*CAASPP Scores: CAASPP Data show ELA Scores 50% students meeting or exceeding in ELA and 63% meeting or exceeding in Math. Which is an increase of 3% in ELA and 16% in Math.

*Professional Development: Sent staff to multiple trainings and webinars, including Google, STEM, Mental Health, and ELPAC, ELA, Safety, CA Agriculture

We will build on increasing our CAASPP score by continually aligning curriculum to state standards and offering professional development.

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

Greatest Needs

State/local indicator data show ELA is 7 points below level 3. There is a need to increase ELA with many students. Intervention will be provided to all students to assure understanding and retention.

By purchasing state adopted ELA curriculum and increasing technology in the classroom we will be able to increase overall performance. LEA will continue to increase technology in the classroom to have students prepared for online testing. We will continue to provide intervention by utilizing classified staff, providing small group intervention for students performing below grade level.

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

Performance Gaps

We have no sub groups 2 or more levels below the all student group therefore we have no performance gaps.

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

Increased or Improved services

This has been addressed in greatest needs.

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$400671.81
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$65,026.76

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

General fund expenditures not included in LCAP are used for general operating expenses including; Office supplies, salary/benefits, transportation and cafeteria.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$295808

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 1

All of our instructional materials and student learning will be aligned to the state standards.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Williams Report
Teacher observations
Lesson Plans

17-18

All students will have access to standards aligned materials in Math and ELA.

Standards will be implemented in all core curricular areas.

Baseline

All students have access to state standards aligned materials in Math.

Standards are implemented in all core curricular areas.

Actual

Students had access to standards aligned materials in Math and ELA (pilot program).

Standards were implemented in core curricular areas.

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
Purchase English Language Arts curriculum aligned to state standards.	Purchased ELA Curriculum aligned to state standards.	Instructional Materials 4000-4999: Books And Supplies Base \$5,000	National Geographic/Pearson 4000-4999: Books And Supplies Base 25,000.00

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase ELA intervention programs that align with the new state standards.	Did not purchased ELA intervention because intervention program was included in curriculum costs.	Instructional Materials 4000-4999: Books And Supplies Supplemental and Concentration \$200	4000-4999: Books And Supplies Supplemental and Concentration 0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide professional learning opportunities for teachers in instructional best practices and the new state standards.	Provided Social Justice Conference, History PD through SCOE, ELPAC through SCOE, ELA Webinars, Ag Training and EL Training.	Travel Costs 5800: Professional/Consulting Services And Operating Expenditures Base \$500	
		Registration Fees 5800: Professional/Consulting Services And Operating Expenditures Base \$500	
		Substitutes 1.3.c 1000-1999: Certificated Personnel Salaries Base \$400	
		Substitute benefits 1.3c 3000-3999: Employee Benefits Base \$78.56	

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide professional learning opportunities for teachers/staff to learn how to incorporate technology in their lessons.	Provided Ed Tech Training and Intermediate Google through SCOE.	Travel Costs 5000-5999: Services And Other Operating Expenditures Base \$500	
		Registration Fees 5800: Professional/Consulting Services And Operating Expenditures Base \$500	
		Substitutes 1.4.c 1000-1999: Certificated Personnel Salaries Base \$400	
		Benefits Substitutes 1.4.c 3000-3999: Employee Benefits Base \$78.56	

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.

All of the actions/services were fully implemented.

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

Professional development has focused on states standards. Students have had access to standards aligned curriculum in both ELA and Math. CAASPP scores show students have improved in ELA and Math using strategies and actions from professional development instruction.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

1.1 Cost of ELA Curriculum was more than budgeted for, was \$25,000 not \$5000.00. 1.2 Did not purchase intervention because it was included in curriculum.

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

1.1 Changed expected/annual measurements outcome to remove curriculum purchase in 18/19. Purchase Social Studies curriculum in 19/20.

1.2 Added subscription to IXL for intervention for ELA and Math for 18/19 and 19/20.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 2

Students will be educated in a safe, nurturing learning environment with access to rich instructional materials and increased parent involvement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Facilities Inspection Tool (FIT)
Williams Complaint Report
Sign in sheets
Teacher observation
Suspension Rate
Expulsion Rate
Chronic absenteeism rate
attendance rates
Middle school drop out rate
School Survey

Actual

Facilities were in good repair.

Teachers were appropriately credentialed.

Parents were given the opportunity to become a member of the School Site Council.

Parents were encouraged to attend board meetings.

Parent participation rate was 95% or above for each school event.

School Survey return was 95% or above.

Positive Safety and School connectivity remained at 90% or above.

We had a suspension and expulsion rate under %1.

We had a chronic absenteeism rate of 27%.

Expected

17-18

Facilities will be in good repair.

All teachers will be appropriately credentialed.

All parents will be given the opportunity to become a member of the School Site Council.

All parents will be encouraged to attend board meetings.

Our parent participation rate will remain at 95% or above for each school event.

School Survey return will remain at 95% or above.

Positive Safety and School connectivity will remain at 90% or above.

We will strive to have a suspension, expulsion and chronic absenteeism rate under 1% each year.

96% of all students will attend school as measured by the monthly attendance reports.

100% of our eligible students in the middle school will graduate.

Actual

93% of all students attended school as measured by the monthly attendance reports.

100% of eligible students in the middle school graduated.

Expected

Actual

Baseline

Facilities are in good repair.

Teachers are appropriately credentialed

All parents were given opportunity to join Site Council.

All parents were encouraged to attend board meetings.

Parent participation rate is 95% or above.

School Survey return rate is 95%

Positive Safety and School connectivity rate is 90%.

Suspension Rate 0%

Expulsion Rate 0%

Chronic Absenteeism Rate 0%

Attendance Rate 96%

100% Middle school graduation rate.

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
Purchase devices to move to one to one ratio.	Purchased devices to move to one to one ratio	Hardware-Computer replacements 4000-4999: Books And Supplies Lottery \$1,000	

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Maintain Technology	Maintained technology.	Maintenance Cost 5000-5999: Services And Other Operating Expenditures Base \$500	0
		Supplies (1100) 4000-4999: Books And Supplies Lottery \$500	
		Technology Consultant 2.2.c 2000-2999: Classified Personnel Salaries Base \$700	Technology Consultant 2.2c 2000-2999: Classified Personnel Salaries Base \$700
		Technology Consultant 3000-3999: Employee Benefits Base 188.58	Technology Consultant 3000-3999: Employee Benefits Base 188.58
		Media Technology Stipend 2000-2999: Classified Personnel Salaries Base \$500	0
		Media Technology Stipend 3000-3999: Employee Benefits Base \$134	0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide technology training for staff.	Provided technology training to classified staff.	Travel 5000-5999: Services And Other Operating Expenditures Base \$500	
		Substitutes 2.3.b 1000-1999: Certificated Personnel Salaries Base \$200	
		Registration Fees 5800: Professional/Consulting Services And Operating Expenditures Base \$200	
		Substitute Benefits 2.3.b 3000-3999: Employee Benefits Base 39.28	

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Siskiyou After School for Everyone (SAFE) will provide tutoring and enrichment opportunities.	Siskiyou After School for Everyone (SAFE) provided tutoring and enrichment opportunities.	Supplies 4000-4999: Books And Supplies After School Education and Safety (ASES) \$800	
		SAFE Classified Staff 2.4.b 2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) \$13544.33	
		SAFE Cert Tutoring 2.4.c 1000-1999: Certificated Personnel Salaries After School Education and Safety (ASES) \$3648	
		Cert tutor benefits 2.4.c 3000-3999: Employee Benefits After School Education and Safety (ASES) 809	
		SAFE Classified Staff 2.4.b 3000-3999: Employee Benefits After School Education and Safety (ASES) 4012.53	

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain/upgrade facilities.	Maintained facilities. Did not purchase desks.	Desks (1100) 4000-4999: Books And Supplies Lottery \$400	Kitchen Stove 4000-4999: Books And Supplies 400

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Create Garden Project	Garden was created.	Garden Supplies and Materials 4000-4999: Books And Supplies	

Analysis

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

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

Actions/Services were fully implemented with the exception of purchasing desks.

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

Student and family engagement remains high due to implementation of garden, access to technology and SAFE Enrichment opportunities as evidence by high attendance rate of 95% and family participation rate and survey responses over 95% .

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

2.2 Did not need to pay for technology maintenance, technology is up to date.

2.5 Did not purchase desks. Purchased Kitchen Stove per Fire Marshall suggestion.

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.

Reduce chronic absenteeism to under 20% next year and drop 5% each out year.

Removed 2.1 Purchase devices one to one ratio, as we met that goal this year.

2.2d Removed Media Consultant stipend will be included in various positions.

2.4 Removed Cert. Tutor in out years will be done with volunteers.

2.5 Did not purchase desks, needed to purchase kitchen stove, moved desk replacement to 18/19 and carpet purchase to out years.

2.6 Removed Garden Supply cost, will be done with fundraisers and donations.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 3

All students will demonstrate increasing proficiency in all academic areas.

State and/or Local Priorities addressed by this goal:

State Priorities: 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

Metric/Indicator

Classroom assessment

Teacher observations

CAASPP results

Lesson Plans

Master Schedule

CELDT/ELPAC Testing results

Actual

Identified intervention group participants on a regular basis.

CAASPP Math met/exceeded 63%

CAASPP ELA met/exceeded 50%

All students had access to English language arts, mathematics, science, social studies, visual performing arts, health, and physical education.

EL Reclassification Rate 50% (1 out of 2)

EL Proficiency Rate 100% growth

Expected

17-18

Identify intervention group participants on a regular basis.

55% of all students will meet or exceed state standards.

All students will have access to English language arts, mathematics, science, social studies, visual performing arts, health, and physical education.

EL Reclassification Rate 0%
EL Proficiency Rate 100% growth

Baseline

Intervention group participants are identified on a regular basis using classroom assessments.

CAASPP Math meet/exceed 47%
CAASPP ELA meet/exceed 47%

All students have access to English language arts, mathematics, science, social studies, visual performing arts, health, and physical education.

EL Reclassification Rate 0% (0 out of 1)
EL Proficiency Rate 100% growth (1 out of 1)

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide paraprofessional staff for small group instruction and to differentiate the curriculum.	Provided paraprofessional staff for small group instruction and to differentiate the curriculum.	Salary 3.1.a 2000-2999: Classified Personnel Salaries Title II \$944.24	Salary 3.1a 2000-2999: Classified Personnel Salaries Title II \$944.24
		Benefits 3.1.a 3000-3999: Employee Benefits Title II \$257.88	Benefits 3.1a 3000-3999: Employee Benefits Title II \$257.88

		Salary Aide (5850) 3.1.b 2000-2999: Classified Personnel Salaries Title VI \$11869.23	Salary Aide (5850) 3.1b 2000-2999: Classified Personnel Salaries Title IV \$11869.23
		Benefits Aide (5850) 3.1.b 3000-3999: Employee Benefits Title VI 3198	Benefits Aide (5850) 3.1b 3000-3999: Employee Benefits Title IV 3198
		Salary Aides (0000) 3.1.c 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$50797.88	Salary Aides (0000) 3.1c 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$50797.88
		Benefits Salary Aides (0000) 3.1.c 3000-3999: Employee Benefits Supplemental and Concentration 13684.94	Benefits Salary Aides (0000) 3.1c 3000-3999: Employee Benefits Supplemental and Concentration \$13684.94

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase intervention reading program	Did not purchase intervention reading program. Working with ELA pilot/purchase.	Instructional Materials 4000-4999: Books And Supplies Supplemental and Concentration \$4,000	0
		Training 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$600	0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Seek community volunteers to reduce math and reading groups.	Had community volunteers to reduce math and reading groups.	Community Volunteers No additional costs	Community Volunteers No additional

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Student to teacher ratio of 24 to 1 or less.	Had student to teacher ratio 19 to 1 or less.	No additional costs	No additional

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.

Students were provided small class sizes. Community volunteers assisted with reducing math and reading groups. We were successful with providing professional development to all staff.

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

2017 CAASPP scores show 50% of students met or exceeded standards for ELA and 63% for Math. This is a 3% increase in ELA and a 16% increase in Math from the 2016 scores. This shows these actions were effective in moving toward our goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

3.2 Did not purchase intervention reading program because chose to pilot ELA program before purchasing reading intervention.

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

3.2 Did not purchase intervention reading program because chose to pilot ELA program before purchasing reading intervention.
3.1 Added subscription to IXL for intervention for Reading for 18/19 and 19/20.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 4

All students will be provided with access to visual and performing arts.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Teacher Lesson Plans
School Calendar
Sign-In Sheets
Teacher Observations

17-18

100% of students will have access to Visual and Performing Arts.

All students will perform two to three times for parents and community.

All students will read music before graduating from Seiad Elementary.

All students will be expected to display finished art projects at various venues.

Actual

100% of students had access to Visual and Performing Arts.

All students performed two to three times for parents and community.

All students read music before graduating from Seiad Elementary.

All students displayed finished art projects at various venues.(List venues?)

Expected

Actual

Baseline

100% students have access to VAPA

Students perform two to three time for parents and community

All students are able to read music before graduating.

All students display finished art projects at various venues.

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
Continue instrument maintenance, repair, and replacement.	Maintained instruments and repaired them. None needed replacement.	Instrument (6300) 4000-4999: Books And Supplies Lottery \$200	Instrument 4000-4999: Books And Supplies Lottery
		Replacement 4000-4999: Books And Supplies After School Education and Safety (ASES) \$200	No need to replace instruments this year 4000-4999: Books And Supplies After School Education and Safety (ASES) 0
		Repair 5000-5999: Services And Other Operating Expenditures After School Education and Safety (ASES) \$100	Repair 5000-5999: Services And Other Operating Expenditures After School Education and Safety (ASES)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to purchase choir music scores and music downloads.	Purchased choir music scores and music downloads.	Instructional Supplies (6300) 4000-4999: Books And Supplies Lottery \$200	

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to support visual arts	Supported visual arts.	Supplies 4000-4999: Books And Supplies After School Education and Safety (ASES) \$200	Supplies 4000-4999: Books And Supplies After School Education and Safety (ASES) \$200
		Instructional Materials/Base Supplies 4000-4999: Books And Supplies Base \$300	Instructional Materials no cost, included with 4.3c Professional/Consult 4000-4999: Books And Supplies Base \$0
		Stipends Visual Art 2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) \$700	5800: Professional/Consulting Services And Operating Expenditures After School Education and Safety (ASES) \$495
		Stipends Visual Art 4.3.c 3000-3999: Employee Benefits After School Education and Safety (ASES) \$188.58	0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Travel band will perform in neighboring communities.	Travel band performed in neighboring communities.	Donation 5000-5999: Services And Other Operating Expenditures Other 0	Donation 5000-5999: Services And Other Operating Expenditures Other 0

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Dance program	Had dance program.	SAFE Stipend Dance 4.5.a 2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) \$650	SAFE Stipend Dance 4.5a 2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) \$650
		Supplies 4000-4999: Books And Supplies After School Education and Safety (ASES) \$200	Supplies 4000-4999: Books And Supplies After School Education and Safety (ASES) \$200

		Instructional Materials 4000-4999: Books And Supplies After School Education and Safety (ASES) \$100	Instructional Materials 4000-4999: Books And Supplies After School Education and Safety (ASES) \$100
		SAFE Stipend Dance 4.5.a 3000-3999: Employee Benefits After School Education and Safety (ASES) \$175.11	SAFE Stipend Dance 4.5a 3000-3999: Employee Benefits After School Education and Safety (ASES) \$175.11

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to display art in Happy Camp Art Center, Siskiyou County Fair, and various county and state sponsored contests.	Displayed art at Siskiyou County Fair and various county and state contests.	Display Art: Art Center, Fair, other contests 5800: Professional/Consulting Services And Operating Expenditures Base \$500	
		Field Trips, no additional cost 5800: Professional/Consulting Services And Operating Expenditures Base \$0	Field Trips, no additional cost 5800: Professional/Consulting Services And Operating Expenditures Base 0

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue two to three formal community performances per year.	Had three formal community performances.	Costumes Supplies Instructional Materials 4000-4999: Books And Supplies Base \$200	Costumes Supplies Instructional Materials 4000-4999: Books And Supplies Base \$200

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.

Students were provided with access to visual and performing arts. Dance class was offered to the students. We successfully offered three formal community performances.

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

By showing work at the Fair and to the community, we are able to showcase the students skills and their exposure to visual and performing arts. These actions were very effective in providing students with visual and performing arts.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

- 4.1a No cost for Replacement of Band instruments.
- 4.3b No cost for instructional materials because was included in cost for 4.3c.
- 4.3c Paid \$495 for specialist to come in and present to students, did not pay employee.
- 4.4 Parents and staff donated mileage, no cost to LEA.
- 4.6 No cost, no stipend given to guest artist.
- 4.2 Volunteer paid for music scores and downloads.

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.

- 4.3c Changed stipend to Professional Consultant
- 4.5 Reduced Dance stipend by half.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

In order to create a Local Control Accountability Plan (LCAP) that represents all students, including Low Income (LI), English Learners (EL), Foster Youth (FY), Students with exceptional needs (IEP), and all (ALL) students within Seiad Elementary School District, stakeholders were consulted. LCAP goals and actions were determined based upon stakeholders' input, gathered in the following ways:

*Staff meetings (August 22, 2017 / October 3, 2017 / November 15, 2017 / March 28, 2018 / May 2, 2018)

Discussed needs for school and worked on priorities.

*Parent /Community Meetings/Student Surveys (October 17, 2017/ March 13, 2018)

We received feedback from the community and parents to prioritize needs for the school.

*Consultation with SCOE

*SAFE Advisory (October 17, 2017 / March 13, 2018)

Discussed needs and priorities for school and SAFE program

*SITE Council (October 17, 2017 / March 13, 2018)

Monitored progress of the plan. Received input/approval.

*Board Meetings (February 13, 2018 / March 13, 2018 / April 10, 2018 / May 8, 2018)

School Board was informed each month about the progress of plan during the CBO/Head Teacher Report.

LCAP was presented to the Site Council at our March 13, 2018 meeting

Review draft LCAP at May 8, 2018 School Board Meeting.

On June 4, 2018 a public hearing meeting for the LCAP and Budget was held.

LCAP and budget approved at the Board meeting held June 5, 2018.

Impact on LCAP and Annual Update

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

As a result of meeting with the stakeholders we reviewed the plan and identified needs, wrote goals based on those needs, and will implement programs and services school wide based on the guidelines of the eight state priorities.

It was suggested that we purchase more computers so that students could have 1:1 access to technology in the classroom setting instead of going to the computer lab. We have found that students are more focused when the computers are used in the classroom.

Surveys have suggested we continue our visual and performing arts program. Overall, parents are very satisfied with their children's school experience at Seiad Elementary.

The draft LCAP was presented to the School Board May 8, 2018.

As is typical, the public hearing was not well attended. The feedback that was received was very positive.

As a result of the presentation, they were pleased with the plan and did not feel there were any significant changes. The School Board approved the plan along with the budget on June 5, 2018.

Parents wanted to continue the arts program as they felt it was vital for student achievement and student engagement.

No significant changes. Positive feedback was received from the community, staff, and parents.

No significant changes were made to the plan. CBO and Head Teacher established timeline for presentation, progress monitoring, and approval of the plan.

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 of our instructional materials and student learning will be aligned to the state standards.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Identified Need:

Needs:

Supplemental instructional materials to align to the new standards

Professional learning for teachers to understand the shifts in the new state standards, new curriculum, and technology.

EL students need extra aide time and appropriate language background in order to meet state standards.

One on one language intervention focusing on vocabulary.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Williams Report Teacher observations Lesson Plans	All students have access to state standards aligned materials in Math.	All students will have access to standards aligned materials in Math and ELA.	All students will have access to standards aligned materials in Math and ELA.	All students will have access to standards aligned materials in Math, ELA and Social Studies.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Standards are implemented in all core curricular areas.	Standards will be implemented in all core curricular areas.	Standards will be implemented in all core curricular areas.	Standards will be implemented in all core curricular areas.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Purchase English Language Arts curriculum aligned to state standards.

2018-19 Actions/Services

Will not purchase curriculum.

2019-20 Actions/Services

Purchase History/Social Science curriculum aligned to state standards.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000		\$10,000
Source	Base		Base
Budget Reference	4000-4999: Books And Supplies Instructional Materials		4000-4999: Books And Supplies Instructional Materials

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

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

2017-18 Actions/Services

Purchase ELA intervention programs that align with the new state standards.

2018-19 Actions/Services

Purchase subscriptions for intervention programs that align with state standards.

2019-20 Actions/Services

Purchase subscriptions for intervention programs that align with state standards.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$200	0	
Source	Supplemental and Concentration		
Budget Reference	4000-4999: Books And Supplies Instructional Materials	Included in ELA purchase see 3.2.a	

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

Continue to provide professional learning opportunities for teachers in instructional best practices and the new state standards.

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

Unchanged Action

2018-19 Actions/Services

Continue to provide professional learning opportunities for teachers in instructional best practices and the new state standards.

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

Unchanged Action

2019-20 Actions/Services

Continue to provide professional learning opportunities for teachers in instructional best practices and the new state standards.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500	\$500	\$500
Source	Base	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Travel Costs	5000-5999: Services And Other Operating Expenditures Travel Costs	5000-5999: Services And Other Operating Expenditures Travel Costs
Amount	\$500	\$500	\$500
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Registration Fees	5800: Professional/Consulting Services And Operating Expenditures Registration Fees	5800: Professional/Consulting Services And Operating Expenditures Registration fees
Amount	\$400	\$400	\$400
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Substitutes 1.3.c	1000-1999: Certificated Personnel Salaries Substitutes	1000-1999: Certificated Personnel Salaries Substitutes
Amount	\$78.56	\$85.26	\$80
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits Substitute benefits 1.3c	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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 professional learning opportunities for teachers/staff to learn how to incorporate technology in their lessons.

2018-19 Actions/Services

Provide professional learning opportunities for teachers/staff to learn how to incorporate technology in their lessons.

2019-20 Actions/Services

Provide professional learning opportunities for teachers and staff to learn how to incorporate technology in their lessons

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500	\$500	\$500
Source	Base	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Travel Costs	5000-5999: Services And Other Operating Expenditures Travel Costs	5000-5999: Services And Other Operating Expenditures Travel Costs
Amount	\$500	\$500	\$500
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Registration Fees	5800: Professional/Consulting Services And Operating Expenditures Registration Fees	5800: Professional/Consulting Services And Operating Expenditures Registration Fees

Amount	\$400	\$400	\$400
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Substitutes 1.4.c	1000-1999: Certificated Personnel Salaries Substitutes	1000-1999: Certificated Personnel Salaries Substitutes
Amount	\$78.56	\$85.26	\$80
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits Benefits Substitutes 1.4.c	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 2

Students will be educated in a safe, nurturing learning environment with access to rich instructional materials and increased parent involvement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Needs:
 Exterior Shade
 Ongoing maintenance
 Continue Upgrade computers/laptops
 Continue training for school supervision
 Continue professional learning opportunities

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Facilities Inspection Tool (FIT) Williams Complaint Report	Facilities are in good repair.	Facilities will be in good repair.	Facilities will be in good repair.	Facilities will be in good repair.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Sign in sheets</p> <p>Teacher observation</p> <p>Suspension Rate</p> <p>Expulsion Rate</p> <p>Chronic absenteeism rate</p> <p>attendance rates</p> <p>Middle school drop out rate</p> <p>School Survey</p>	<p>Teachers are appropriately credentialed</p> <p>All parents were given opportunity to join Site Council.</p> <p>All parents were encouraged to attend board meetings.</p> <p>Parent participation rate is 95% or above.</p> <p>School Survey return rate is 95%</p> <p>Positive Safety and School connectivity rate is 90%.</p> <p>Suspension Rate 0%</p> <p>Expulsion Rate 0%</p> <p>Chronic Absenteeism Rate 0%</p> <p>Attendance Rate 96%</p> <p>100% Middle school graduation rate.</p>	<p>All teachers will be appropriately credentialed.</p> <p>All parents will be given the opportunity to become a member of the School Site Council.</p> <p>All parents will be encouraged to attend board meetings.</p> <p>Our parent participation rate will remain at 95% or above for each school event.</p> <p>School Survey return will remain at 95% or above.</p> <p>Positive Safety and School connectivity will remain at 90% or above.</p> <p>We will strive to have a suspension, expulsion and chronic absenteeism rate under 1% each year.</p> <p>96% of all students will attend school as measured by the monthly attendance reports.</p>	<p>All teachers will be appropriately credentialed.</p> <p>All parents will be given the opportunity to become a member of the School Site Council.</p> <p>All parents will be encouraged to attend board meetings.</p> <p>Our parent participation rate will remain at 95% or above for each school event.</p> <p>School Survey return will remain at 95% or above.</p> <p>Positive Safety and School connectivity will be 95% or above.</p> <p>We will strive to have a suspension, expulsion and rate under 1% each year.</p> <p>We will strive to have a chronic absenteeism rate under 20%.</p> <p>96% of all students will attend school as</p>	<p>All teachers will be appropriately credentialed.</p> <p>All parents will be given the opportunity to become a member of the School Site Council.</p> <p>All parents will be encouraged to attend board meetings.</p> <p>Our parent participation rate will remain at 95% or above for each school event.</p> <p>School Survey return will remain at 95% or above.</p> <p>Positive Safety and School connectivity will remain at 95% or above.</p> <p>We will strive to have a suspension, expulsion and rate under 1% each year.</p> <p>We will strive to have a chronic absenteeism rate under 15%.</p> <p>96% of all students will attend school as</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		100% of our eligible students in the middle school will graduate.	measured by the monthly attendance reports. 100% of our eligible students in the middle school will graduate.	measured by the monthly attendance reports. 100% of our eligible students in the middle school will graduate.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

Purchase devices to move to one to one ratio.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000		
Source	Lottery		
Budget Reference	4000-4999: Books And Supplies Hardware-Computer replacements		

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)	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
Maintain Technology	Maintain Technology	Maintain Technology

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500		
Source	Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures Maintenance Cost 2.2.a		
Amount	\$500	\$500	\$500
Source	Lottery	Lottery	Lottery
Budget Reference	4000-4999: Books And Supplies Supplies (1100)	4000-4999: Books And Supplies Supplies 2.2.b	4000-4999: Books And Supplies Supplies
Amount	\$700	\$700	\$700
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries Technology Consultant 2.2.c	2000-2999: Classified Personnel Salaries Technology Consultant 2.2.c	2000-2999: Classified Personnel Salaries Technology Consultant 2.2.c
Amount	188.58	205.10	224
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits Technology Consultant	3000-3999: Employee Benefits Technology Consultant	3000-3999: Employee Benefits Technology Consultant
Amount	\$500		
Source	Base		
Budget Reference	2000-2999: Classified Personnel Salaries Media Technology Stipend		
Amount	\$134		
Source	Base		
Budget Reference	3000-3999: Employee Benefits Media Technology Stipend		

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
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)

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Provide technology training for staff.

2018-19 Actions/Services

Provide technology training for staff.

2019-20 Actions/Services

Provide technology training for staff.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500	\$300	\$300
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Travel	5000-5999: Services And Other Operating Expenditures Travel	5000-5999: Services And Other Operating Expenditures Travel

Amount	\$200	\$200	\$200
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Substitutes 2.3.b	1000-1999: Certificated Personnel Salaries Substitutes 2.3.b	1000-1999: Certificated Personnel Salaries Substitutes
Amount	\$200	\$200	\$200
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Registration Fees	5800: Professional/Consulting Services And Operating Expenditures Registration Fees	5800: Professional/Consulting Services And Operating Expenditures Registration Fees
Amount	39.28	42.63	64
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits Substitute Benefits 2.3.b	3000-3999: Employee Benefits Subs Benefits 2.3.b	3000-3999: Employee Benefits Subs Benefits

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)

Scope of Services:

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

Location(s):

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

English Learners
Low Income

LEA-wide

All Schools

Actions/Services

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

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

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

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Siskiyou After School for Everyone (SAFE) will provide tutoring and enrichment opportunities.

Siskiyou After School for Everyone (SAFE) will provide tutoring and enrichment opportunities.

Siskiyou After School for Everyone (SAFE) will provide tutoring and enrichment opportunities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$800	\$800	800
Source	After School Education and Safety (ASES)	After School Education and Safety (ASES)	After School Education and Safety (ASES)
Budget Reference	4000-4999: Books And Supplies Supplies	4000-4999: Books And Supplies Supplies	4000-4999: Books And Supplies Supplies
Amount	\$13544.33	\$14150	14503.75
Source	After School Education and Safety (ASES)	After School Education and Safety (ASES)	After School Education and Safety (ASES)
Budget Reference	2000-2999: Classified Personnel Salaries SAFE Classified Staff 2.4.b	2000-2999: Classified Personnel Salaries Salary Class SAFE 2.4.b	2000-2999: Classified Personnel Salaries Salary
Amount	\$3648	0	0
Source	After School Education and Safety (ASES)	After School Education and Safety (ASES)	After School Education and Safety (ASES)
Budget Reference	1000-1999: Certificated Personnel Salaries SAFE Cert Tutoring 2.4.c	1000-1999: Certificated Personnel Salaries Cert Tutoring Volunteers	1000-1999: Certificated Personnel Salaries Cert Tutoring Volunteers

Amount	809	0	0
Source	After School Education and Safety (ASES)	After School Education and Safety (ASES)	After School Education and Safety (ASES)
Budget Reference	3000-3999: Employee Benefits Cert tutor benefits 2.4.c	3000-3999: Employee Benefits Cert tutor benefits 2.4.c	3000-3999: Employee Benefits Cert tutor benefits 2.4.c
Amount	4012.53	4145	4647.
Source	After School Education and Safety (ASES)	After School Education and Safety (ASES)	After School Education and Safety (ASES)
Budget Reference	3000-3999: Employee Benefits SAFE Classified Staff 2.4.b	3000-3999: Employee Benefits SAFE Classified Staff 2.4.b	3000-3999: Employee Benefits SAFE Classified Staff 2.4.b

Action 5

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New Action

2017-18 Actions/Services

Maintain/upgrade facilities.

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

Unchanged Action

2018-19 Actions/Services

Maintain/upgrade facilities.

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

Unchanged Action

2019-20 Actions/Services

Maintain/upgrade facilities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$400	\$200	\$10,000
Source	Lottery	Lottery	Other
Budget Reference	4000-4999: Books And Supplies Desks (1100)	4000-4999: Books And Supplies Replacement Desks	0000: Unrestricted Carpet Fund 14

Action 6

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

New Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Create Garden Project

2018-19 Actions/Services

Implement Garden

2019-20 Actions/Services

Continue Garden Project

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1000	0	0
Source	After School Education and Safety (ASES)		
Budget Reference	4000-4999: Books And Supplies Garden Supplies and Materials	Garden Supplies and Materials	Garden Supplies and Materials

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

All students will demonstrate increasing proficiency in all academic areas.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Needs:
 Improve reading, writing, and mathematics
 Supplemental intervention programs
 Professional learning for staff

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Classroom assessment	Intervention group participants are identified on a regular basis using classroom assessments.	Identify intervention group participants on a regular basis. 55% of all students will meet or exceed state standards.	Identify intervention group participants on a regular basis. 60% of all students will meet or exceed state standards.	Identify intervention group participants on a regular basis. 65% of all students will meet or exceed state standards.
Teacher observations				
CAASPP results				
Lesson Plans				

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Master Schedule CELDT/ELPAC Testing results	CAASPP Math meet/exceed 47% CAASPP ELA meet/exceed 47% All students have access to English language arts, mathematics, science, social studies, visual performing arts, health, and physical education. EL Reclassification Rate 0% (0 out of 1) EL Proficiency Rate 100% growth (1 out of 1)	All students will have access to English language arts, mathematics, science, social studies, visual performing arts, health, and physical education. EL Reclassification Rate 0% EL Proficiency Rate 100% growth	All students will have access to English language arts, mathematics, science, social studies, visual performing arts, health, and physical education. EL Reclassification Rate 100% EL Proficiency Rate 100% growth	All students will have access to English language arts, mathematics, science, social studies, visual performing arts, health, and physical education. EL Reclassification Rate 100% EL Proficiency Rate 100% growth

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners
Low Income

LEA-wide

All Schools

Actions/Services

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

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

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

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

Continue to provide paraprofessional staff for small group instruction and to differentiate the curriculum.

2018-19 Actions/Services

Continue to provide paraprofessional staff for small group instruction and to differentiate the curriculum.

2019-20 Actions/Services

Continue to provide paraprofessional staff for small group instruction and to differentiate the curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$944.24	441	452
Source	Title II	Title II	Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Salary 3.1.a	2000-2999: Classified Personnel Salaries Resource: Title II Salary 3.1.a	2000-2999: Classified Personnel Salaries 4035 Salary 3.1.a
Amount	\$257.88	129	144.83
Source	Title II	Title II	Title II
Budget Reference	3000-3999: Employee Benefits Benefits 3.1.a	3000-3999: Employee Benefits Benefits 3.1.a	3000-3999: Employee Benefits Benefits 3.1.a
Amount	\$11869.23	10965	11239.13
Source	Title VI	Title V	Title V
Budget Reference	2000-2999: Classified Personnel Salaries Salary Aide (5850) 3.1.b	2000-2999: Classified Personnel Salaries Salary Aide (5850) 3.1.b	2000-2999: Classified Personnel Salaries Salary Aide (5850) 3.1.b

Amount	3198	3212	3601
Source	Title VI	Title V	Title V
Budget Reference	3000-3999: Employee Benefits Benefits Aide (5850) 3.1.b	3000-3999: Employee Benefits Benefits Aide (5850) 3.1.b	3000-3999: Employee Benefits Benefits Aide (5850) 3.1.b
Amount	\$50797.88	17515	17952
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Salary Aides (0000) 3.1.c	2000-2999: Classified Personnel Salaries Salary Aides (0000) 3.1.c	2000-2999: Classified Personnel Salaries Salary Aides (0000) 3.1.c
Amount	13684.94	5131.29	5752.1
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Benefits Salary Aides (0000) 3.1.c	3000-3999: Employee Benefits Benefits Salary Aides (0000) 3.1.c	3000-3999: Employee Benefits Benefits Salary Aides (0000) 3.1.c

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

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

Unchanged Action	Modified Action	Unchanged Action
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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Purchase intervention reading program	Purchase subscription to IXL for reading intervention.	Purchase subscription to IXL for reading intervention.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,000	\$500	\$500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Instructional Materials	5000-5999: Services And Other Operating Expenditures Instructional subscription	5000-5999: Services And Other Operating Expenditures Instructional subscription
Amount	\$600		
Source	Supplemental and Concentration		
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Training		

Action 3

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

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p> <p>[Add Students to be Served selection here]</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>[Add Location(s) selection here]</p>
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OR

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

<p>Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)</p>	<p>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p>
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English Learners Low Income	LEA-wide	All Schools
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Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Seek community volunteers to reduce math and reading groups.	Continue to seek community volunteers to reduce math and reading groups.	Continue to seek community volunteers to reduce math and reading groups.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No additional costs	No additional cost	No additional
Budget Reference	Community Volunteers	Community Volunteers	Community Volunteers

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)
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

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

Student to teacher ratio of 24 to 1 or less.

2018-19 Actions/Services

Student to teacher ratio of 19 to 1 or less.

2019-20 Actions/Services

Student to teacher ratio of 19 to 1 or less.

Budgeted Expenditures

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

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 4

All students will be provided with access to visual and performing arts.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Needs:

Purchase new music scores and music downloads for choir to keep current and engage students

Instrument repair/replacement

Continue music instruction

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teacher Lesson Plans School Calendar Sign-In Sheets Teacher Observations	100% students have access to VAPA Students perform two to three time for parents and community	100% of students will have access to Visual and Performing Arts. All students will perform two to three times for parents and community.	100% of students will have access to Visual and Performing Arts. All students will perform two to three times for parents and community.	100% of students will have access to Visual and Performing Arts. All students will perform two to three times for parents and community.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	All students are able to read music before graduating.	All students will read music before graduating from Seiad Elementary.	All students will read music before graduating from Seiad Elementary.	All students will read music before graduating from Seiad Elementary.
	All students display finished art projects at various venues.	All students will be expected to display finished art projects at various venues.	All students will be expected to display finished art projects at various venues.	All students will be expected to display finished art projects at various venues.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

Continue instrument maintenance, repair, and replacement.

Continue band instrument maintenance, repair, and replacement.

Continue band instrument maintenance, repair, and replacement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$200	\$200	\$200
Source	Lottery	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Instrument (6300)	4000-4999: Books And Supplies Maintenance/Replacement	4000-4999: Books And Supplies Maintenance Costs
Amount	\$200	\$200	\$200
Source	After School Education and Safety (ASES)	After School Education and Safety (ASES)	After School Education and Safety (ASES)
Budget Reference	4000-4999: Books And Supplies Replacement	4000-4999: Books And Supplies Maintenance/Replacement	4000-4999: Books And Supplies Maintenance/Replacement
Amount	\$100	\$100	\$100
Source	After School Education and Safety (ASES)	After School Education and Safety (ASES)	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Repair	5000-5999: Services And Other Operating Expenditures Repair	5000-5999: Services And Other Operating Expenditures Repair

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)

Scope of Services:

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

Location(s):

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

English Learners Low Income	LEA-wide	All Schools
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Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to purchase choir music scores and music downloads.	Continue to purchase choir music scores and music downloads.	Continue to purchase choir music scores and music downloads.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$200	\$200	\$200
Source	Lottery	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Instructional Supplies (6300)	4000-4999: Books And Supplies Instructional Supplies	4000-4999: Books And Supplies Instructional 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)	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)
English Learners Low Income	LEA-wide	All Schools

Actions/Services

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

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

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

Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to support visual arts	Continue to support visual arts	Continue to support visual arts

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$200	\$200	\$200
Source	After School Education and Safety (ASES)	After School Education and Safety (ASES)	After School Education and Safety (ASES)
Budget Reference	4000-4999: Books And Supplies Supplies	4000-4999: Books And Supplies Supplies	4000-4999: Books And Supplies Supplies
Amount	\$300	\$300	\$300
Source	Base	After School Education and Safety (ASES)	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Instructional Materials/Base Supplies	4000-4999: Books And Supplies Instructional Materials/Base Supplies	4000-4999: Books And Supplies Instructional Materials/Base Supplies
Amount	\$700	\$500	\$500
Source	After School Education and Safety (ASES)	After School Education and Safety (ASES)	After School Education and Safety (ASES)
Budget Reference	2000-2999: Classified Personnel Salaries Stipends Visual Art	5800: Professional/Consulting Services And Operating Expenditures Visual Arts Presentation	5800: Professional/Consulting Services And Operating Expenditures Visual Arts Presentation

Amount	\$188.58		
Source	After School Education and Safety (ASES)		
Budget Reference	3000-3999: Employee Benefits Stipends Visual Art 4.3.c		

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools
Specific Grade Spans: 5-8

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

Travel band will perform in neighboring communities.

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

Unchanged Action

2018-19 Actions/Services

Travel band will perform in neighboring communities.

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

Unchanged Action

2019-20 Actions/Services

Travel band will perform in neighboring communities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	Other	Other	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures Donation	5800: Professional/Consulting Services And Operating Expenditures Donation	5800: Professional/Consulting Services And Operating Expenditures Donation

Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Dance program

2018-19 Actions/Services

Dance program

2019-20 Actions/Services

Dance Program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$650	\$325	\$325
Source	After School Education and Safety (ASES)	After School Education and Safety (ASES)	After School Education and Safety (ASES)
Budget Reference	2000-2999: Classified Personnel Salaries SAFE Stipend Dance 4.5.a	2000-2999: Classified Personnel Salaries SAFE Stipend dance 4.5.a	2000-2999: Classified Personnel Salaries SAFE Stipend dance 4.5.a
Amount	\$200	\$200	\$200
Source	After School Education and Safety (ASES)	After School Education and Safety (ASES)	After School Education and Safety (ASES)
Budget Reference	4000-4999: Books And Supplies Supplies	4000-4999: Books And Supplies Supplies	4000-4999: Books And Supplies Supplies
Amount	\$100	\$100	\$100
Source	After School Education and Safety (ASES)	After School Education and Safety (ASES)	After School Education and Safety (ASES)
Budget Reference	4000-4999: Books And Supplies Instructional Materials	4000-4999: Books And Supplies Instructional materials	4000-4999: Books And Supplies Instructional Materials
Amount	\$175.11	95.22	104.13
Source	After School Education and Safety (ASES)	After School Education and Safety (ASES)	After School Education and Safety (ASES)
Budget Reference	3000-3999: Employee Benefits SAFE Stipend Dance 4.5.a	3000-3999: Employee Benefits SAFE Stipend Dance 4.5.a	3000-3999: Employee Benefits SAFE Stipend Dance 4.5.a

Action 6

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

Continue to display art in Happy Camp Art Center, Siskiyou County Fair, and various county and state sponsored contests.

2018-19 Actions/Services

Continue to display art in Happy Camp Art Center, Siskiyou County Fair, and various county and state sponsored contests.

2019-20 Actions/Services

Continue to display art in Happy Camp Art Center, Siskiyou County Fair, and various county and state sponsored contests.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500	\$100	\$100
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Display Art: Art Center, Fair, other contests	5800: Professional/Consulting Services And Operating Expenditures Display Art: Art Center, Fair, other contests	5800: Professional/Consulting Services And Operating Expenditures Display Art: Art Center, Fair, other contests
Amount	\$0	\$0	\$0
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Field Trips, no additional cost	5800: Professional/Consulting Services And Operating Expenditures Field Trips, no additional cost	5800: Professional/Consulting Services And Operating Expenditures Field Trips, no additional cost

Action 7

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Continue two to three formal community performances per year.

2018-19 Actions/Services

Continue two to three formal community performances per year.

2019-20 Actions/Services

Continue two to three formal community performances per year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$200	\$200	\$200
Source	Base	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Costumes Supplies Instructional Materials	4000-4999: Books And Supplies Costumes Supplies Instructional materials	4000-4999: Books And Supplies Costumes Supplies Instructional Materials

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$33837

Percentage to Increase or Improve Services

14.35%

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).

In order to best serve our low income students, actions 1.2, 2.1, 2.3, 2.4, 2.6, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.5 will be principally directed to unduplicated students and provided on a districtwide basis. Funds will go towards intervention programs, experiences outside our community (Ski trips, art shows, concerts, live play, library, cave tours, Redwood tours, beach, etc.), provide small group instruction, after school tutoring and homework support, and train teachers and aides as needed.

We receive concentrated and supplemental funds because we have an unduplicated count of 79%. These funds are principally directed towards low income and English learner students. They receive intervention programs, small teacher directed groups, field trips, After School tutoring, differentiated instruction, and one-on-one previews for up and coming lessons. Low income and English learner students greatly benefit from these services because they are given opportunities that they might not receive otherwise. These actions/services are most effective as they target these populations to meet their individual needs.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$31349

Percentage to Increase or Improve Services

13.15%

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).

In order to best serve our low income students, actions 1.2, 2.1, 2.3, 2.4, 2.6, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.5 will be principally directed to unduplicated students and provided on a districtwide basis. Funds will go towards intervention programs, experiences outside our community (Ski trips, art shows, concerts, live play, library, cave tours, Redwood tours, beach, etc.), provide small group instruction, after school tutoring and homework support, and train teachers and aides as needed.

We receive concentrated and supplemental funds because we have an unduplicated count of 79%. These funds are principally directed towards low income and English learner students. They receive intervention programs, small teacher directed groups, field trips, After School tutoring, differentiated instruction, and one-on-one previews for up and coming lessons. Low income and English learner students greatly benefit from these services because they are given opportunities that they might not receive otherwise. These actions/services are most effective as they target these populations to meet their individual needs.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

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

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

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

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

Budget Summary

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

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

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	126,098.70	109,060.86	126,098.70	65,026.76	87,468.94	278,594.40
	0.00	400.00	0.00	0.00	0.00	0.00
After School Education and Safety (ASES)	26,327.55	1,820.11	26,327.55	21,115.22	21,579.88	69,022.65
Base	11,918.98	26,088.58	11,918.98	3,718.25	13,848.00	29,485.23
Concentration	0.00	0.00	0.00	0.00	452.00	452.00
Lottery	2,300.00	0.00	2,300.00	700.00	500.00	3,500.00
Other	0.00	0.00	0.00	0.00	10,000.00	10,000.00
Supplemental and Concentration	69,282.82	64,482.82	69,282.82	24,746.29	26,104.10	120,133.21
Title II	1,202.12	1,202.12	1,202.12	570.00	144.83	1,916.95
Title IV	0.00	15,067.23	0.00	0.00	0.00	0.00
Title V	0.00	0.00	0.00	14,177.00	14,840.13	29,017.13
Title VI	15,067.23	0.00	15,067.23	0.00	0.00	15,067.23

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

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	126,098.70	109,060.86	126,098.70	65,026.76	87,468.94	278,594.40
	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	0.00	0.00	0.00	0.00	10,000.00	10,000.00
1000-1999: Certificated Personnel Salaries	4,648.00	0.00	4,648.00	1,000.00	1,000.00	6,648.00
2000-2999: Classified Personnel Salaries	79,705.68	64,961.35	79,705.68	44,096.00	45,171.88	168,973.56
3000-3999: Employee Benefits	22,845.02	17,504.51	22,845.02	13,130.76	14,697.06	50,672.84
4000-4999: Books And Supplies	14,500.00	26,100.00	14,500.00	3,100.00	12,900.00	30,500.00
5000-5999: Services And Other Operating Expenditures	1,600.00	0.00	1,600.00	1,900.00	1,900.00	5,400.00
5800: Professional/Consulting Services And Operating Expenditures	2,800.00	495.00	2,800.00	1,800.00	1,800.00	6,400.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	126,098.70	109,060.86	126,098.70	65,026.76	87,468.94	278,594.40
		0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Other	0.00	0.00	0.00	0.00	10,000.00	10,000.00
1000-1999: Certificated Personnel Salaries	After School Education and Safety (ASES)	3,648.00	0.00	3,648.00	0.00	0.00	3,648.00
1000-1999: Certificated Personnel Salaries	Base	1,000.00	0.00	1,000.00	1,000.00	1,000.00	3,000.00
2000-2999: Classified Personnel Salaries	After School Education and Safety (ASES)	14,894.33	650.00	14,894.33	14,475.00	14,828.75	44,198.08
2000-2999: Classified Personnel Salaries	Base	1,200.00	700.00	1,200.00	700.00	700.00	2,600.00
2000-2999: Classified Personnel Salaries	Concentration	0.00	0.00	0.00	0.00	452.00	452.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	50,797.88	50,797.88	50,797.88	17,515.00	17,952.00	86,264.88
2000-2999: Classified Personnel Salaries	Title II	944.24	944.24	944.24	441.00	0.00	1,385.24
2000-2999: Classified Personnel Salaries	Title IV	0.00	11,869.23	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Title V	0.00	0.00	0.00	10,965.00	11,239.13	22,204.13
2000-2999: Classified Personnel Salaries	Title VI	11,869.23	0.00	11,869.23	0.00	0.00	11,869.23
3000-3999: Employee Benefits	After School Education and Safety (ASES)	5,185.22	175.11	5,185.22	4,240.22	4,751.13	14,176.57
3000-3999: Employee Benefits	Base	518.98	188.58	518.98	418.25	448.00	1,385.23
3000-3999: Employee Benefits	Supplemental and Concentration	13,684.94	13,684.94	13,684.94	5,131.29	5,752.10	24,568.33
3000-3999: Employee Benefits	Title II	257.88	257.88	257.88	129.00	144.83	531.71
3000-3999: Employee Benefits	Title IV	0.00	3,198.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Title V	0.00	0.00	0.00	3,212.00	3,601.00	6,813.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
3000-3999: Employee Benefits	Title VI	3,198.00	0.00	3,198.00	0.00	0.00	3,198.00
4000-4999: Books And Supplies		0.00	400.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	After School Education and Safety (ASES)	2,500.00	500.00	2,500.00	1,800.00	1,500.00	5,800.00
4000-4999: Books And Supplies	Base	5,500.00	25,200.00	5,500.00	0.00	10,000.00	15,500.00
4000-4999: Books And Supplies	Lottery	2,300.00	0.00	2,300.00	700.00	500.00	3,500.00
4000-4999: Books And Supplies	Supplemental and Concentration	4,200.00	0.00	4,200.00	600.00	900.00	5,700.00
5000-5999: Services And Other Operating Expenditures	After School Education and Safety (ASES)	100.00	0.00	100.00	100.00	0.00	200.00
5000-5999: Services And Other Operating Expenditures	Base	1,500.00	0.00	1,500.00	300.00	400.00	2,200.00
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	0.00	0.00	0.00	1,500.00	1,500.00	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	After School Education and Safety (ASES)	0.00	495.00	0.00	500.00	500.00	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	Base	2,200.00	0.00	2,200.00	1,300.00	1,300.00	4,800.00
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	600.00	0.00	600.00	0.00	0.00	600.00

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

Total Expenditures by Goal

Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	8,157.12	25,000.00	8,157.12	2,970.52	12,960.00	24,087.64
Goal 2	28,675.72	1,288.58	28,675.72	21,442.73	32,138.75	82,257.20
Goal 3	85,352.17	80,752.17	85,352.17	37,893.29	39,641.06	162,886.52
Goal 4	3,913.69	2,020.11	3,913.69	2,720.22	2,729.13	9,363.04

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