LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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	Snelling-Merced Falls Union Elementary School District		
Contact Name and Title	Alison Kahl Superintendent	Email and Phone	akahl@snellingschool.org 209-563-6414

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Snelling Merced Falls Elementary is a rural single school district that serves TK-8th grade. Our total enrollment is 78 students, therefore allowing a small staff to student ratio that supports individualized learning environment. The districts focus is to support a safe learning environment that is sensitive to differentiated backgrounds and cultures. We support well rounded student learning through common core curriculum coupled with art, music, nutrition and a positive sports program. Snelling School is located in a small community that works with the school and local 4-H club to enhance extra curricular learning activities that encourages team building skills, responsibilities, life skills and mutual respect. Our after school program offers homework support and a safe place to stay until parents and/or caregivers can pick up their child, while promoting hands on projects that build upon classroom curriculum and state standards. Overall, our students are encouraged to participate in all school and after school activites that help build well-rounded individuals that contribute positively to the school, community and society.

LCAP HIGHLIGHTS

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

The 2017-2018 LCAP will focus on continued staff development to enhance classroom learning experiences while promoting stakeholder involvement and continued community support. The district will use data driven statistics to lead the direction of the individualized instruction to support all areas of need for our students. The latest data for Snelling School showed that overall students are performing well on state tests and standards, including our English Learners, disadvantaged students, and relevant subgroups. Snelling School will continue to work towards increasing student performance and looking for individualized student academic growth.

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

Snelling School's dedication to individual performance and support continues to show growth. Overall, the data shows that our students continue to make progress in all areas of academics. In addition, we hold our core values of "the whole child" very important. Teaching students not just academic growth, but personal growth as well. Many of our students in all subgroups participate in after school activities including sports, leadership, school gardening, our local 4-H group as well as after school homework support. Many of our parents are on campus daily and are welcomed in any/all capacities. Our district will continue to look for ways to challenge students and support students in all areas that will maintain the pathway to college and career readiness.

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

Snelling Merced Falls data for student group reporting for Spring 2017 for all subgroups scored satisfactory. All areas showed maintaining in yellow, blue or green. Overall, the students that tested in grades 3-8th for math and ELA showed academic growth. Therefore, none of the overall performance was in "Red" or "Orange." We will continue to support the whole child readiness to career and college readiness.

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

The LCFF evaluation rubrics did not show any "all students" performing two or more performance levels below state standards. Snelling School will continue to work hard on professional development, common core, small group instruction and intervention, technology growth, and nutrition and health growth.

INCREASED OR IMPROVED SERVICES

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.

Snelling School will offer extra support for at risk low-income, English learners, and foster youth students through a pull-in, or push-out program. Snelling School will also place emphasis on providing a healthy nutrition program for breakfast and lunch that will support a positive learning ability. Snelling School will utilize the Farm to School Campaign to offer fresh fruits and vegetables at every meal. The stakeholders want to provide nutritious meals, including locally grown produced delivered once a week. The school garden will also be used as a hands on learning project throughout the school year. Secondly, technology be an area of increased focus. Students time in the computer lab will include coding, robotics, vinly cutting and design, as well as beginning programming and design. A theater program will be brought in this year to increase the arts program at the school.

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	$1,042,080.00
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$207,050.00

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

The difference between the General Fund Budget Expenditures for LCAP and Planned Actions/Services to meet Goals in the LCAP year is $835,030. The difference in funding is used to cover Classified and Certificated salaries, transportation costs, yearly maintenance costs/fees and normal operational costs to maintain district and facilities.

$868,072.00	Total Projected LCFF Revenues for LCAP Year

Annual Update   LCAP Year Reviewed: 2016-17

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	Assure all students be provided with Common Core Curriculum coupled with support technology based instruction.

State and/or Local Priorities Addressed by this goal:	STATE COE LOCAL	☒ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8 ☐ 9 ☐ 10

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
1.1 100% of Certificated staff will be a HQT. 1.2 75% of Certificated and Classified support staff will receive staff development in newly adopted English Language Arts CC curriculum. 1.3 100% of teachers will be observed implementing CCSS ELA using adopted materials. 1.4 Increase the number of Certificated and Classified teacher support to 80% implementing Google Apps in the classroom for support in technology based learning measured by Principal observations. 1.5 100% of students have sufficient access to standards-aligned instructional materials. 1.6 Provide counseling services to foster youth. 1.7 40% of students will attend an after school program for homework support.	1.1 All Certificated staff is HQT. 1.2 80% of Classified and Certificated staff recieved staff development in newly adopted materials. 1.3 20% of teachers were observed implementing CCSS ELA adopted materials. 1.4 80% of Certificated staff used Google Apps in the classroom for support in technology based learning. 1.5 100% of students have sufficient access to standards-aligned instructional materials. 1.6 On site Pyschologist was available for services to foster youth 2 days a week for the school year. 1.7 36% of students attended the after school program, with priority enrollment.

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

Actions/Services

PLANNED	ACTUAL
Action: Train Staff in the English Language Arts adopted CC curriculum that will be measured by sign-in sheets and purchase orders. Service: Professional development in adopted ELA CC curriculum. Service: Purchase publisher based online resource access and training. Service: Adopted curriculum in ELA online content access.	Action: Train Staff in the English Language Arts adopted CC curriculum that will be measured by sign-in sheets and purchase orders. Service: Professional development in adopted ELA CC curriculum. Service: Purchase publisher based online resource access and training. Service: Adopted curriculum in ELA online content access.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Certificated and Classified professional development Base $5000	Certificated and Classified professional development was included in the pricing for adoption. Expenditures that accrued are the substitute costs to attend trainings. Base $1150
ELA Curriculum Adoption Base $35,000	ELA Curriculum Adoption TK-5 Base $20,524
ELA Curriculum Adoption Supplemental and Concentration $15,000	ELA Curriculum Adoption 6-8 Base $1600.00

Action 2

Actions/Services

PLANNED	ACTUAL
Action: Continued Google App training for technology based classroom curriculum access for all students that will be measured by Principal observations. Service: Ongoing professional development.	Classified staff attended computer training at MCOE, however it was free of cost. Certificated did not attend any Google trainings for the 2016-2017 school year.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Continue the number of students attending technology development training. Supplemental and Concentration $5500	Students in K-8th recieved onsite technology development throughout the school year. The 8th grade class also recieved training at MCOE in technology. There were no additional costs as services were included in Co-Op fees through MCOE. 0

Action 3

Actions/Services

PLANNED	ACTUAL
Action: Teacher observation by Principal using adopted materials. Service: Provide ongoing professional development.	The principal observed the TK-1st grade teacher using the newly adopted materials. Also, the Principal attended training with the 6/7th grade teacher and observed students examples, mock instruction strategies and development a couple times this school year.

Expenditures

BUDGETED	ESTIMATED ACTUAL
There aren't any additional costs	Substitute costs Base $560.00

Action 4

Actions/Services

PLANNED	ACTUAL
Action: Provide all students with online common core instructional materials in all four content areas. Service: Subscribe to online instructional websites. Service: Students have access to standards aligned instructional materials.	Action: Provide all students with online common core instructional materials in all four content areas. Service: Subscribe to online instructional websites. Service: Students have access to standards aligned instructional materials.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Educational online resources Base $5,000 Educational online EL resources Supplemental and Concentration $5,000	Moby Max, Renaissance Learning, Kahn Academy Base $1420.00 Educational online EL resources were free this year with adoption. 0

Action 5

Actions/Services

PLANNED	ACTUAL
Action: Explore, create, and purchase common core assessments. Service: Training, utilizing online assessments	Action: Explore, create, and purchase common core assessments. Service: Training, utilizing online assessments

Expenditures

BUDGETED	ESTIMATED ACTUAL
$5,000 LCFF Base	0

Action 6

Actions/Services

PLANNED	ACTUAL
Action: Counseling services for foster youth. Service: Provide weekly 30 minute counseling sessions or as needed.	We did not have any foster youth enrolled for the 2016-2017 school year.

| Expenditures | BUDGETED
Counseling services Supplemental and Concentration $6,000.00 | ESTIMATED ACTUAL
Counseling services   0 |

Action 7

| Actions/Services | PLANNED
Action: Offer an after school program for low income, English Learners, Foster Youth and Redesignated students.
Service: Provide ASSETS after school until 6:00 p.m.
Service: Provide transportation for field trips. | ACTUAL
Action: Offer an after school program for low income, English Learners, Foster Youth and Redesignated students.
Service: Provide ASSETS after school until 6:00 p.m.
Service: Provide transportation for field trips. |
| Expenditures | BUDGETED
ASSETS program Supplemental and Concentration $15,000 | ESTIMATED ACTUAL
ASSETS program in-kind costs for the 2016-2017 school year.
Supplemental and Concentration $21,853.84 |

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The 2016-2017 school year focused on learning the new ELA common core adoption that took place this year. Professional development, teacher collaboration, classroom observation was included. Technology training with staff pertained to Classified only and 8th grade students. The ASSET program proved to be a viable after school program that often couples with after school tutoring and/or homework assistance. The ELA adoption moved to better align the district with the rigors of the CCSS that are in place and will continue to be the focus for the district in 2017-2018.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Overall, using the data available online for the school districts performance on the SBAC showed academic growth for all subgroups in ELA. Further professional development will need to continue in order to enhance the teaching experience for all students.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The professional development was free of charge with the first year of adoption so those specified expenditures were not accrued for professional development. The estimated costs of ASSESTS went up slightly because the district hired an assistant to work for homework help after school in addition to the classified staff provided by the ASSETS program. The small staff to student ratio decreased and made the program more effective for homework support as measured by homework completion percentage, teacher input and parent input.

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

There weren't any changes made to this goal that had an impact on expected outcomes. The data for ELA and student academic growth showed to move in a positive trend, including all subgroups.

[Annual Update]{.underline}   **LCAP Year Reviewed: 2016-17**

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	Develop a positive school culture to enhance student engagement and encourage parent involvement.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☒ 8
COE ☐ 9 ☐ 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
2.1 90% parent attendance to events hosted by the district measured by sign-in sheets. 2.2 Increase parent attendance to SSC and ELAC meetings by 12% measured by sign-in sheets. 2.3 Increase attendance by 5% and decrease student truancies by 5%. 2.4 Ensure the facilities rate at 'Good' on the annual FIT report. 2.5 80% of students participate with student surveys to determine school connectedness. 2.6 Student suspension rate to be less than 4% and maintain a 0% expulsion rate. 2.7 80% of parents will participate with the annual parent survey to gather information for input on decisions.	2.1 90% parent attendance to events hosted by the district measured by sign-in sheets. 2.2 Increase parent attendance to SSC and ELAC meetings by 12% measured by sign-in sheets. 2.3 Increase attendance by 5% and decrease student truancies by 5%. 2.4 Ensure the facilities rate at 'Good' on the annual FIT report. 2.5 80% of students participate with student surveys to determine school connectedness. 2.6 Student suspension rate to be less than 4% and maintain a 0% expulsion rate. 2.7 80% of parents will participate with the annual parent survey to gather information for input on decisions. 2.8 80% of our neediest of students will eat breakfast and lunch at school.

2.8
80% of our neediest of students will eat breakfast and lunch at school.

2.9
Teacher survey created in 2016-2017

*TK-8 no high school data available

2.9
Teacher survey created in 2016-2017

*TK-8 no high school data available

ACTIONS / SERVICES

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

Action 1

	PLANNED	ACTUAL
Actions/Services	Action: Host Family Nights three times a year. Service:Establish a Book fair week with Parent Night with sign-in sheet. Service: Host a Winter Musical for grades TK-8th with sign-in sheet. Service: Create a Spring Art Show for grades TK-8th with sign-in sheet.	Action: Host Family Nights three times a year. Service:Establish a Book fair week with Parent Night with sign-in sheet. Service: Host a Winter Musical for grades TK-8th with sign-in sheet. Service: Create a Spring Art Show for grades TK-8th with sign-in sheet. Service: Kite Connections Service: Magic Show with Wayne Hutchins Service: Jack L. Boyd Fish Camp Service: Whole school field trip to Old Town Columbia including parents and families
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Classified staff cost to host Book Fair. Base 200.00 Hire an art teacher from the Multi-Cultural Art Center. Base 1200.00 Art supplies Base 500.00 Hire a music teacher to orchestrate the Spring Concert. Base 1200.00 Music supplies/rentals costs. Base 500.00	Classified staff cost to host Book Fair. Base $325.00 Hire an art teacher from the Multi-Cultural Art Center. Base $1000.00 Art supplies Base $1280.00 Music supplies/rentals costs. $300.00 Kite Connections Base $575.00 Magic Show with Wayne Hutchins

Base $550.00

State Capital Trip

Base $800.00

Whole school field trip to Old Town Columbia including parents and families Supplemental and Concentration $1000.00

Pumpkin Patch TK-3rd Base $325.00

Farm Safety for 2nd-3rd grades Base $250.00

Action 2

Actions/Services

PLANNED	ACTUAL
Action: Parent classes to be offered to targeted parent groups on parent selected topics. Service: Provide spanish teaching computer classes. Service: Provide parenting classes.	Action: Parent classes to be offered to targeted parent groups on parent selected topics. Service: Provide spanish teaching computer classes. Service: Provide parenting classes.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Classified staff for computer classes Supplemental and Concentration 1500.00	Spanish parents were offered classes at El Capitan. Flyers went home to all EL parents for free evening classes. There wasn't any additional costs for this action. 0

Action 3

Actions/Services

PLANNED	ACTUAL
Action: Award students for high attendance rates with quarterly awards ceremony. Service: Semester field trips offered for students with 95% attendance rate. Service: 100% attendance rate for year recieves gift card.	Action: Award students for high attendance rates with quarterly awards ceremony. Service: 100% attendance rate for year received gift card.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Student incentive rewards. Lottery $800.00 Student incentive rewards for subgroups Supplemental and Concentration $800.00	Student incentive rewards. Base $285 Student incentive rewards for subgroups Special Education $800.00

Action 4

Actions/Services

PLANNED	ACTUAL
Action: Provide STEM learning experiences to all students Service: Take selected students from 6th-8th to attend Dinner With A Scientist.	Action: Provide STEM learning experiences to all students Service: Take selected students from 6th-8th to attend Dinner With A Scientist.

Expenditures	Service: Provide access to all students of unlimitied learning access with 1:1 devices. Service: Technology themed field trips for grade appropriate levels. Service: Provide coding based learning in grades K-8th. Service: Offer a six week robotics after school learning program for TK-8th. Service: Jack L. Boyd Outdoor School	Service: Provide access to all students of unlimited learning access with 1:1 devices. Service: Technology themed field trips for grade appropriate levels. Service: Provide coding based learning in grades K-8th. Service: Offer a six week robotics after school learning program for TK-8th. Service: Jack L. Boyd Outdoor School
	BUDGETED Cost of field trip Base 2500.00 Devices Base $5,000.00 Coding training Base $1,200.00 Dinner with a Scientist Base $400.00 Robotic supplies Base $800.00 Staff for after school robotics class Base $800.00 Jack L. Boyd School Supplemental and Concentration $5,000.00	ESTIMATED ACTUAL Technology field trip to MCOE 0 Devices (CDW) Base $10,000 Dinner with a Scientist Base $350.00 Robotic supplies Base $400.00 Vinyl Cutter (USA Cutter) Base $725.00 Staffing for robotics Base $1200.00 Jack L. Boyd School Base $3200.00

Action 5

Actions/Services	PLANNED Administer an annual student survey from local source to adjust LCAP.	ACTUAL Administer an annual student survey from local source to adjust LCAP.
Expenditures	BUDGETED There will not be any additional cost. 0	ESTIMATED ACTUAL There will not be any additional cost. 0

Action 6

Actions/Services	PLANNED Action: Provide healthy breakfast and lunch to needy students. Service: Maintain a highly qualified kitchen manager. Service: Kitchen manager mandated training.	ACTUAL Action: Provide healthy breakfast and lunch to needy students. Service: Maintain a highly qualified kitchen manager. Service: Kitchen manager mandated training.
Expenditures	BUDGETED Classified salary Supplemental and Concentration $25,000 Training cost Supplemental and Concentration $5,000	ESTIMATED ACTUAL Classified salary Base $11,000 Training cost Base $950.00 Nutri kids software Base $1230.00

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The overall impact of the services and actions contributed to a positive school environment and parent involvement. The student survey encouraged the school district to host the Kite Connection and Magic Show as an incentive for students. The technology training, coding, and robotics continue to contribute to positive student climate. Parents and family members are encouraged to attend all school hosted events. Many family members attend and promote school activities through participation and attendance.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The district will continue to utilize parent and student surveys to plan school wide events and shows. Also, stakeholders will continue to give input on positive school activities and events that will be hosted by the district.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	A music teacher was not able to be obtained, however Certificated staff led the music program. Therefore, we did not have that cost. After the survey results came in it was determined that the robotics for students should take place during the regular school day in order to ensure all students were able to participate. Also utilizing the survey determined the students wanted to have a vinyl cutter purchased for the computer lab and introduced grades 4-8th to vinyl design and cutting, which was an additional cost.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	There weren't any significant changes with the goal, if anything it was expanded once the surveys came in and were applied with additional events and technology supplies.

<u>Annual Update</u>   **LCAP Year Reviewed: 2016-17**

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	Focus on raising reading and math scores for all students including disadvantaged and foster youth and EL students through integration of small group instruction, integration of technology and 21st Century Learning..

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☒ 8 COE ☐ 9 ☐ 10 LOCAL

<u>ANNUAL MEASURABLE OUTCOMES</u>

EXPECTED	**ACTUAL**
3.1 Conduct a K-8th summer school program with a 40% enrollment of total ADA. 3.2 50 % of TK-8th will be involved in the after school program as measured by enrollment. 3.3 Provide intervention with math and reading to each grade level with a priority for targeted students. 3.4 Increase AMAO outcomes by 8%. 3.5 Reclassification of EL students increase by 12%. 3.6 95% of 8th grade students will meet graduation rate. 3.7 80% of students will perform at grade level in ELA and math on the CAASPP assessment. 3.8	3.1 Conduct a K-8th summer school program with a 40% enrollment of total ADA. 3.2 50 % of TK-8th will be involved in the after school program as measured by enrollment. 3.3 Provide intervention with math and reading to each grade level with a priority for targeted students. 3.4 Increase AMAO outcomes by 8%. 3.5 Reclassification of EL students increase by 12%. 3.6 95% of 8th grade students will meet graduation rate. 3.7 80% of students will perform at grade level in ELA and math on the CAASPP assessment. 3.8

100% of students will have access to a broad coarse of study as noted on Master Schedule.	100% of students will have access to a broad coarse of study as noted on Master Schedule.

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

Actions/Services

PLANNED	ACTUAL
Action: Implement a K-8th summer school with priority enrollment for targeted students. Service: HQT for summer school. Service: Summer reading program Service: Purchase Summer School supplies and curriculum resources. Service: Attendance/Academic field trip	Action: Implement a K-8th summer school with priority enrollment for targeted students. Service: HQT for summer school. Service: Summer reading program Service: Purchase Summer School supplies and curriculum resources. Service: Attendance/Academic field trip

Expenditures

BUDGETED	ESTIMATED ACTUAL
Staff Supplemental and Concentration $10,000.00 Summer Reading Program staffing Supplemental and Concentration $1,000.00 Summer Academy supplies Supplemental and Concentration $2,500.00 Summer school field trip Supplemental and Concentration $1500.00	Staff for summer school Supplemental and Concentration $8000.00 Summer Reading Program staffing Base 0 Summer Academy supplies Supplemental and Concentration $650.00 Summer School field trip to Monterey Bay Aquarium Supplemental and Concentration $1435.00

Action 2

Actions/Services

PLANNED	ACTUAL
Action: Provide grade level intervention in English Language Arts and Mathematics in grades TK-8th. Service: Instructional Aides. Service: Reading Intervention Teacher Service: Mathematics intervention in small group instruction. Service: Online common core supplemental materials.	Action: Provide grade level intervention in English Language Arts and Mathematics in grades TK-8th. Service: Instructional Aides. Service: Reading Intervention Teacher Service: Mathematics intervention in small group instruction. Service: Online common core supplemental materials.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Staff Supplemental and Concentration $25,000.00	Support Staff Supplemental and Concentration $25,000.00

Online supplemental access Supplemental and Concentration $500.00	After School Tutoring with Certificated and Classified Staff Base $500.00

Action **3**

Actions/Services

PLANNED	ACTUAL
Action: Provide designated English Learner academic support for targeted students based off of CELDT scores through ELD insruction. Service: Daily ELD instruction. Service: Online supplemental curriculum support.	Action: Provide designated English Learner academic support for targeted students based off of CELDT scores through ELD insruction. Service: Daily ELD instruction.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Certificated Staff Supplemental and Concentration $5,000.00	Classified Staff Supplemental and Concentration $5000.00

Action **4**

Actions/Services

PLANNED	ACTUAL
Action: Provide academic intervention in math and ELA in small group instruction based off CAASP results and teacher recommendation. Service: Reading Intervention Teacher. Service: AR reading incentives. Service: Instructional supplies and curriculum resources.	Action: Provide academic intervention in math and ELA in small group instruction based off CAASP results and teacher recommendation. Service: Reading Intervention Teacher. Service: AR reading incentives. Service: Instructional supplies and curriculum resources.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Classified staffing Supplemental and Concentration $5,000.00 Supplies Supplemental and Concentration $500.00	Classified staff Supplemental and Concentration $5000.00 Certificated Staff for RTI Base $8000.00 AR reading incentives Supplemental and Concentration $400.00 Service: Instructional supplies and curriculum resources. Supplemental and Concentration $500.00

Action **5**

Actions/Services

PLANNED	ACTUAL
Action: Provide ongoing staff development to all employees related to California Standards, English language development and writing. Service: Provide opportunities for professional development. Service: Certificated compenstation of non contracted professional development days.	Professional development for newly adopted ELA took place for Certificated and Classified during contracted days. Certificated compensation of non contracted days professional development days did not take place. Instructional Aides completed professional development during contracted hours.

Expenditures	Service: Instruction Aides compensation for professional development. Service: Cost of traveling expenses, food expences and additional misc. costs associated with professional development.	
	BUDGETED Certificated and Classified staff professional development Supplemental and Concentration $8,000.00 Traveling expenses Supplemental and Concentration $8000.00	ESTIMATED ACTUAL Certificated and Classified staff professional development Supplemental and Concentration 0 Traveling expenses Supplemental and Concentration 0

Action   6

Actions/Services	PLANNED Action: Continue to add BTSA for new teachers. Service: BTSA Service: PD for ELD instruction	ACTUAL We did not have a participating BTSA teacher.
Expenditures	BUDGETED BTSA support Supplemental and Concentration $3,500.00	ESTIMATED ACTUAL 0

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Overall, we were successful with the intervention and small group instructional time. The RTI was consistent and I will use the data from 2017 SBAC scores to check for growth in student's that attended intervention groups. We will continue with the actions/services and try to implement more professional development this year.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Overall, we were successful with the intervention and small group instructional time. The RTI was consistent and I will use the data from 2017 SBAC scores to check for growth in student's that attended intervention groups. We will continue with the actions/services and try to implement more professional development this year. Small group instruction, after school tutoring and homework help assist with student's academic growth.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The summer school reading program took place, but we had a volunteer run the library hours during school hours and for one hour after summer school. There were not any costs associated with the reading program. With the newly adopted ELA program, the professional development that accompanied the curriculum was free of charge. Thereby, not accruing any of the projected costs for PD and travel expenses. Also, the RTI cost for Certificated intervention was a cost that was overlooked when writing the 2016-2017 LCAP that, in fact, was an encroachment.
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.	Even though all of our actions/services did not take place I am confident that the services/actions that were in place had a positive impact on the overall growth of our students. We will use the learning experience from this year to plan better for 2017-2018 school year. All or any changes can be found in the actuals for the concurring goal.

Stakeholder Engagement

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

To encourage stakeholder engagement the district conducted several parent involvement meetings including: ELAC meetings, School Site Council meeting, a teacher meeting, School Board meetings and a parent survey.

School information that is available to help determine LCAP goals is our School Accountability Report Card, CALPADS student information data, CELDT scores, and our current API score.

Our SSC and ELAC parents discussed priorities for students and academic achievement. The SSC held a meeting to explain and go over the updates and goals for the LCAP process and importance for all input. Stakeholders contributed to discussions on school-wide priorities and goals. Snelling School Administration acknowledges that LCAP preparations for the 2018-2019 school year will be on the Master Schedule and dispersed to all stakeholders at the beginning of the 2017-2018 school year to ensure increased participation. Due to short staffing to run the cafeteria fund, along with a state cafeteria audit, staff meetings were not held as often as in the past years. Also, several staff meeting times were spent in negotiation meetings with the newly re-established Snelling Merced Falls Teachers Association. Staff chose classroom online resources that were written in LCAP and classroom field trips.

Stakeholders contributed to the LCAP process by means of SSC, school sponsored meetings, staff meetings, school board meetings and a parent survey.

Snelling Merced Falls Teachers Association was re-established and approved by the board on June 8th, 2017. The Snelling Merced Falls Teachers Association submitted their input at the June 8th board meeting during the Public Hearing. There were four topics of input:

#1 Teacher prep time and teacher-directed collaboration time strengthens student articulation, development and implementation of current programs and practices.

#2: Teacher input as a needs-assessment toward professional development, not additional professional development days.

#3: Ability to attract and retain the most highly qualified by remaining competitive with neighboring districts with salaries and benefits.

#4: Art and music offering

Stakeholder input was a valuable resource for determining school goals. Meetings were held throughout the year:
ELAC- April 11, 2017, May 16,
SSC- Sept.29, 2016, Oct. 6, 13, 18th, April 11, 2017, May 16, 2017
Board Meetings- April 12, May 11, June 8, 2017
Parent Input- Sept. 25-29, January 22-26
Parent Survey- May 2017
Public Hearing- June 8
Collective Bargaining Input- June 8, 2017

IMPACT ON LCAP AND ANNUAL UPDATE

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

From the input from Stakeholders Snelling School will continue the arts and music opportunities for the new year, as well as add arts enrichment by adding a two week theatrical program that will be presented to the Snelling Community. The art program has been a six week program in the past, but due to the parent survey and Snelling Teachers Association input, art will be extended to an eight week program. The art classes will be presented to the community at a Spring Art Show. Parent Involvement was considered very important, thereby having the school provide a monthly calendar posted on the website for increased communication and better planning management on behalf of the district. Also, lunch time dances prove to be important to students of Snelling School thereby increasing the number of school lunch dances that will take place for the 2017-2018 school year. Many of which will be addressed further in the LCAP.

Based off previous parent surveys, the value of serving two healthy meals each day, including breakfast and lunch, continue to be discussed. From the feedback, Snelling School will improve and completely implement the Farm to School program for breakfast and lunch. The school board would like to provide a "Free Milk Program" for all students for the 2017-2018 school year to encourage a healthy diet. The outcome of the parent surveys led the district to reevaluate the nutrition curriculum. The Dairy Council nutritional program will be used in the classrooms and a school garden will be part of the nutritional curriculum. The school menu will be changed to include fresh fruit and fresh vegetables, as well as whole grains offered at all meals. The Farm to School campaign will continue for the 2017-2018 school year as well as the whole child health approach. The Wellness Policy will be an ongoing effort from SSC, staff, and the governing school board.

The CELDT scores will support the determination of English Learners grouping and strategies throughout the school year, as well as the summer school classes.

Educational field trips were deemed valuable by all Stakeholders. For the 2017-2018 school year, classrooms will have input as to what field trips they chose to attend. Ending each school year with a whole school field trip that will be decided at a Stakeholder meeting.

Based off Stakeholder input, the following is in place for the 2017-2018 school year: common core and needs assessment based staff development will continue, teacher and student technology based learning, music and art curriculum will be showcased with Parent/Community nights, as well as a theatrical performance by students held at the school, nutrition curriculum coupled with a school garden to support healthy eating habits. The school breakfast and lunch menu will offer fresh fruits and/or vegetables at each meal. Technology in the classroom was deemed important for all grades. Academic field trips, school dance-offs during lunch and the sports program were considered very important to parents and students based off of the school connectedness survey.

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.

☐ New	☒ Modified	☐ Unchanged

Goal 1	Assure all students be provided with Common Core Curriculum coupled with support technology based instruction.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

Identified Need   Improve student achievement in ELA, math, science, and technology.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Properly Credentialed teachers with no misassignments nor vacanices as measured by Credentials or SARC review	For the 2015-2016 100% of Certificated staff will be HQT with no missassignments or vacancies.	1.1 100% of Certificated staff will be a HQT with no missassignments or vacancies.	1.1 100% of Certificated staff will be a HQT with no missassignments or vacancies.	1.1 100% of Certificated staff will be a HQT with no missassignments or vacancies.
The implementation of state board adopted academic content and performance standards for all students	For 2016-2017 100% of Certificated and 50% Classified received staff development for ELA.	1.2 100% of Certificated and Classified support staff will receive staff development in newly adopted English Language Arts CC curriculum.	1.2 100% of Certificated and Classified support staff will receive staff development in newly adopted math CC curriculum.	1.2 100% of Certificated and Classified support staff will receive staff development in newly adopted math CC curriculum.
Observed by classroom walkthough forms capturing standards implementation on a regualr basis in classrooms by the Principal.	For 2016-2017 The Principal did informal visits to the 40% of classrooms and 20% formal observations and evaluations.	1.3 80% of teachers will be observed implementing CCSS ELA using adopted materials.	1.3 90% of teachers will be observed implementing CCSS math using adopted materials.	1.3 100% of teachers will be observed implementing CCSS math using adopted materials.

Pupils in the school district have sufficient access to the standards-aligned instructional materials	For the 2016-2017 school year 50% of Classified and Certificated staff recieved technology driven professional development to provide students with better access to curriculum understanding.	1.4 Increase the number of Certificated and Classified teacher support to 75% implementing Google Apps in the classroom for support in technology based learning measured by Principal observations.	1.4 Increase the number of Certificated and Classified teacher support to 80% implementing Google Apps in the classroom for support in technology based learning measured by Principal observations.	1.4 Increase the number of Certificated and Classified teacher support to 90% implementing Google Apps in the classroom for support in technology based learning measured by Principal observations.
The implementation of state board adopted academic content and performance standards for all students	For 2016-2017 School board adoption of "sufficiency of Instructional Materials" resolution	1.5 100% of students have sufficient access to standards-aligned instructional materials.	1.5 100% of students have sufficient access to standards-aligned instructional materials.	1.5 100% of students have sufficient access to standards-aligned instructional materials.
Provide counseling services for foster youth	For 2016-2017 Snelling School did not have any foster youth..	1.6 Provide counseling services to foster youth.	1.6 Provide counseling services to foster youth.	1.6 Provide counseling services to foster youth.

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	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]
Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans: TK-8

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

	Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)
	Location(s)	☐ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
Action: Staff will continue to attend staff development to support student learning. Service: Cont. professional development in adopted ELA CC curriculum. Service: Purchase publisher based online resource access and training. Service: Close Reading professional development	Action: Train Staff in the math adopted CC curriculum that will be measured by sign-in sheets and purchase orders. Service: Professional development in adopted math CC curriculum. Service: Purchase publisher based online resource access and training.	

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$5000	Amount	$5,000.00	Amount	$5000.00
Source	Base	Source	Base	Source	Base
Budget Reference	Certificated and Classified professional development	Budget Reference	Certificated and Classified professional development	Budget Reference	Certificated and Classified professional development
Amount	$2000	Amount	$2,000.00	Amount	$2000
Source	Base	Source	Base	Source	Base
Budget Reference	Online Access to ELA and math support materials	Budget Reference	Online Access to ELA and math support materials	Budget Reference	Online Access to ELA and math support materials
Amount	$1000	Amount	$35,000.00	Amount	$1000
Source	Supplemental and Concentration	Source	Base	Source	
Budget Reference	Close Reading professional development	Budget Reference	New Math CCSS aligned adoption	Budget Reference	

Action **2**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans: TK-8

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Action: Continued Google App training for technology based classroom curriculum access for all students that will be measured by Principal observations. Service: Ongoing professional development. Service: 6-8th grade field trip to Google Service:Elementary level technololy field trip		

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$2000.00	Amount	$2000.00	Amount	$2000.00
Source	Base	Source	Base	Source	Base

Budget Reference	Classified and Certificated technology training	Budget Reference	Classified and Certificated technology training	Budget Reference	Classified and Certificated technology training
Amount	$1000	Amount		Amount	
Source	Lottery	Source		Source	
Budget Reference	Field trip to Google	Budget Reference	Field trip to Google	Budget Reference	

Action   **3**

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

	Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]
	Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans: TK-8

OR

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

	Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income
	Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)
	Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Action: Teacher observation by Principal using ELA adopted materials. Service: Provide ongoing professional development.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$2000.00	Amount	$5000.00	Amount	$5000.00
Source	Base	Source	Base	Source	Base
Budget Reference	Training and substitue costs.	Budget Reference	Training and substitue costs.	Budget Reference	Training and substitue costs.

Action **4**

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

Students to be Served
☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s)
☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans: TK-8

OR

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

Students to be Served
☐ English Learners   ☐ Foster Youth   ☐ Low Income

Scope of Services
☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)
☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Action: Provide all students with online common core instructional materials in all four content areas. Service: Subscribe to online instructional websites. Service: Adopted curriculum in ELA and math online content access. Service: Students are provided access to standards aligned instructional materials.		

Service: Discovery Education for Science		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$5,000.00	Amount	$5,000.00	Amount	$5,000.00
Source	Base	Source	Base	Source	Base
Budget Reference	Online technology access in core subjects	Budget Reference	Online technology access in core subjects	Budget Reference	Online technology access in core subjects
Amount	$5,000.00	Amount		Amount	
Source	Base	Source	Base	Source	
Budget Reference	Online EL technology support in core subjects	Budget Reference		Budget Reference	
Amount	$15,000.00	Amount		Amount	
Source	Base	Source		Source	
Budget Reference	Online Discovery Education for Science	Budget Reference		Budget Reference	

Action   5

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans: TK-8

<div align="center">OR</div>

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Action: Explore, create, and purchase common core assesments. Service: Training, utilizing online assessments		

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$6,000.00	Amount	$6,000.00	Amount	$6,000.00
Source	Base	Source	Base	Source	Base
Budget Reference	Technology training for Classified and Certificated staff	Budget Reference	Technology training for Classified and Certificated staff	Budget Reference	Technology training for Classified and Certificated staff

Action   **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☐ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]
Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☐ English Learners	☒ Foster Youth	☐ Low Income

	Scope of Services	☒ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)
	Location(s)	☒ All Schools	☐ Specific Schools:		☐ Specific Grade spans: TK-8

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Action: Counseling services for foster youth. Service: Provide weekly 30 minute counseling sessions or as needed.		

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$6,000.00	Amount	$6,000.00	Amount	$6,000.00
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	Counseling services	Budget Reference	Counseling services	Budget Reference	Counseling services

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.

☐ New	☒ Modified	☐ Unchanged

Goal 2	Develop a positive school culture to enhance student engagement and encourage parent involvement.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☒ 8
COE ☐ 9 ☐ 10
LOCAL

Identified Need

Provide opportunities for parents and families to support student success.

Continue a TK-8 Music, Art, and add a Theatre program.

Increase student attendance rate.

Implement Farm to School breakfast and lunch program.

Participate in the annual School Wellness Policy by all Stakeholders.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase Parental Engagement as measured my attendance at SSC and ELAC meetings.	2016-2017 SSC- 26% ELAC- 14%	2.2 Increase parent attendance to SSC and ELAC meetings by 5% measured by sign-in sheets.	2.2 Increase parent attendance to SSC and ELAC meetings by 5% measured by sign-in sheets.	2.2 Increase parent attendance to SSC and ELAC meetings by 5% measured by sign-in sheets.
Attendance as measured by district average attendance.	For 2016-2017 91%	2.3 Increase attendance by 2% and decrease student truancies by 3%.	2.3 Increase attendance by 2% and decrease student truancies by 2%.	2.3 Increase attendance by 2% and decrease student truancies by 2%.

Facilities Maintained as measured by annual FIT s or SARC review.	For 2016-2017 All (100%) site FITs scored "good" or higher.	2.4 Ensure the facilities rate (100%) is at 'Good' or higher on the annual FIT report.	2.4 Ensure the facilities rate (100%) at 'Good' or higher on the annual FIT report.	2.4 Ensure the facilities rate (100%) at 'Good' or higher on the annual FIT report.
Student connectedness to school as measured by student survey responses.	2016-2017 A formal student survey was not given.	2.5 90% of students participate with student surveys to determine school connectedness.	2.5 90% of students participate with student surveys to determine school connectedness.	2.5 90% of students participate with student surveys to determine school connectedness.
Suspension rate expulsion rate	2016-2017 Suspension rate- .03% Expulsion rate- 0%	2.6 Student suspension rate to be less than 3% and maintain a 0% expulsion rate.	2.6 Student suspension rate to be less than 3% and maintain a 0% expulsion rate.	2.6 Student suspension rate to be less than 3% and maintain a 0% expulsion rate.
Stakeholder Engagement as measured by a summary of information collected through surveys of parents/guardians, teachers, and Snelling CTA including school safety climate.	For 2016-2017 85% of parent surveys were returned with feedback for LCAP input and gauge of school connectedness. % of responses feel very safe at school-95%. Teacher surveys were not given this year. Snelling CTA was re-established in June 2017, therefore input for 2016-2017 was not available.	2.7 90% of parents will participate with the annual parent survey to determine school connectedness. % of responses feel very safe at school-95% 100% of teachers will complete a survey. 100% of Snelling CTA will provide input.	2.7 90% of parents will participate with the annual parent survey to determine school connectedness. % of responses feel very safe at school-95% 100% of teachers will complete a survey. 100% of Snelling CTA will provide input.	2.7 90% of parents will participate with the annual parent survey to determine school connectedness. % of responses feel very safe at school-95% 100% of teachers will complete a survey. 100% of Snelling CTA will provide input.
LEA defined metric for whole student health and nutrition	2016-2017 78 % of students ate breakfast and lunch at school.	2.8 85% of our neediest of students will eat breakfast and lunch at school.	2.8 85% of our neediest of students will eat breakfast and lunch at school.	2.8 85% of our neediest of students will eat breakfast and lunch at school.
LEA defined metric for whole student health and nutrition	2016-2017 Worked with Merced Public Health and the school board to update the School Wellness Policy for the 2017-2018 school year.	2.9 Update a School Wellness Policy for 2018-2019	2.9 Update a School Wellness Policy for 2019-2020.	2.9 Update a School Wellness Policy for 2020-2021.

*TK-8 no high school data available	*TK-8 no high school data available	*TK-8 no high school data available	*TK-8 no high school data available	*TK-8 no high school data available

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	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☒ All Schools ☐ Specific Schools: ☒ Specific Grade spans: TK-8

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Action: Host Family Nights three times a year. Service:Establish a Book fair week with Parent Night with sign-in sheet. Service: Host a Winter Musical for grades TK-8th with sign-in sheet. Service: Create a Spring Art Show for grades TK-8th with sign-in sheet.		

Service: Provide a two-week theatre program through Playhouse Merced.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$500.00	Amount	$500.00	Amount	$500.00
Source	Base	Source	Base	Source	Base
Budget Reference	Classified staff cost to host Book Fair.	Budget Reference	Classified staff cost to host Book Fair.	Budget Reference	Classified staff cost to host Book Fair.
Amount	1200.00	Amount	1200.00	Amount	1200.00
Source	Base	Source	Base	Source	Base
Budget Reference	Hire an art teacher from the Multi-Cultural Art Center.	Budget Reference	Hire an art teacher from the Multi-Cultural Art Center.	Budget Reference	Hire an art teacher from the Multi-Cultural Art Center.
Amount	800.00	Amount	$800.00	Amount	$800.00
Source	Base	Source	Base	Source	Base
Budget Reference	Art supplies	Budget Reference	Art supplies	Budget Reference	Art supplies
Amount	1,200.00	Amount	$1,200.00	Amount	$1,200.00
Source	Base	Source	Base	Source	Base
Budget Reference	Hire a music teacher to orchestrate the Spring Concert.	Budget Reference	Hire a music teacher to orchestrate the Spring Concert.	Budget Reference	Hire a music teacher to orchestrate the Spring Concert.
Amount	$500.00	Amount	$500.00	Amount	$500.00
Source	Base	Source	Base	Source	Base
Budget Reference	Music/rental supplies	Budget Reference	Music/rental supplies	Budget Reference	Music/rental supplies
Amount	$7000.00	Amount	$7000.00	Amount	$7000.00
Source	Base	Source	Base	Source	Base

Budget Reference	Play Anywhere Program through Playhouse Theatre	Budget Reference	Play Anywhere Program through Playhouse Theatre	Budget Reference	Play Anywhere Program through Playhouse Theatre

Action   2

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

Students to be Served

☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s)

☐ All Schools   ☐ Specific Schools: ☒ Specific Grade spans: TK-8

OR

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

Students to be Served

☒ English Learners   ☒ Foster Youth   ☒ Low Income

Scope of Services

☐ LEA-wide   ☐ Schoolwide   **OR**   ☒ Limited to Unduplicated Student Group(s)

Location(s)

☒ All Schools   ☐ Specific Schools: ☒ Specific Grade spans: TK-8

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Action: Parent classes to be offered to targeted parent groups on parent selected topics. Service: Provide Spanish teaching computer classes. Service: Provide parenting classes.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$1500.00	Amount	$1,500.00	Amount	$1,500.00
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration

| Budget Reference | Parent evening classes. | Budget Reference | Parent evening classes | Budget Reference | Parent evening classes |

Action **3**

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)

☒ All Schools ☐ Specific Schools: ☒ Specific Grade spans: TK-8

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Action: Award students for high attendance rates with quarterly awards ceremony. Service: Semester field trips offered for students with 95% attendance rate. Service: 100% attendance rate for year recieves gift card.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$800.00	Amount	$800.00	Amount	$800.00

Source	Lottery	Source	Lottery	Source	Lottery
Budget Reference	Student incentive rewards.	Budget Reference	Student incentive rewards.	Budget Reference	
Amount	$800.00	Amount	$800	Amount	$800
Source	Lottery	Source	Lottery	Source	Lottery
Budget Reference	Student incentive rewards for subgroups	Budget Reference	Student incentive rewards for subgroups	Budget Reference	Student incentive rewards for subgroups

Action **4**

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

Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s) ☒ All Schools ☐ Specific Schools: ☒ Specific Grade spans: TK-8

OR

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

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services ☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s) ☐ All Schools ☐ Specific Schools: ☒ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Action: Provide STEM learning experiences to all students Service: Take selected students from 6th-8th to attend Dinner With A Scientist.		

Service: Provide access to all students of unlimited learning access with 1:1 devices.
Service: Technology themed field trips for grade appropriate levels.
Service: Provide coding based learning in grades TK-8th.
Service: Offer a six week robotics after school learning program for TK-8th. .

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$2,500.00	Amount	$2,500.00	Amount	$2,500.00
Source	Base	Source	Base	Source	Base
Budget Reference	Cost of field trip	Budget Reference	Cost of field trip	Budget Reference	Cost of field trip
Amount	$5,000.00	Amount	$5,000.00	Amount	$5000.00
Source	Base	Source	Base	Source	Base
Budget Reference	Devices	Budget Reference	Devices	Budget Reference	Devices
Amount	$3500.00	Amount	$3500.00	Amount	$3500.00
Source	Base	Source	Base	Source	
Budget Reference	Coding training	Budget Reference	Coding training	Budget Reference	Coding training
Amount	$400.00	Amount	$400.00	Amount	$400.00
Source	Base	Source	Base	Source	Base
Budget Reference	Dinner with a Scientist	Budget Reference	Dinner with a Scientist	Budget Reference	Dinner with a Scientist
Amount	$800.00	Amount	$800.00	Amount	$800.00
Source	Base	Source	Base	Source	Base
Budget Reference	Robotic supplies	Budget Reference	Robotic supplies	Budget Reference	Robotic supplies
Amount	$800.00	Amount	$800.00	Amount	$800.00
Source	Base	Source	Base	Source	Base

| Budget Reference | Staff for after school robotics class | Budget Reference | Staff for after school robotics class | Budget Reference | Staff for after school robotics class |

Action 5

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)

☒ All Schools ☐ Specific Schools: ☒ Specific Grade spans: TK-8

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Action: Annual input from stakeholders through surveys to implement chnages to LCAP. Service: Administer student survery. Service: Administer parent survey. Service: Administer staff survey. Service: Collective Bargaining Unit input. Service: SSC input.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	0	Amount	0	Amount	0
Budget Reference	There will not be an additional cost for this action.	Budget Reference	There will be no additional costs.	Budget Reference	There will be no additional costs.

Action   **6**

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

Students to be Served	☒ All ☒ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All Schools ☐ Specific Schools: ☒ Specific Grade spans: TK-8

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Action: Provide healthy breakfast and lunch to needy students. Service: Maintain school garden. Service: Implement Farm to School program. Service: Maintain a highly qualified kitchen manager. Service: Purchase Nutri Kids nutrition program. Service: Kitchen manager mandated training.		

BUDGETED EXPENDITURES

2017-18

Amount	$25,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	$5,000
Source	Base
Budget Reference	Training cost
Amount	$500
Source	Base
Budget Reference	4000-4999: Books And Supplies Garden supplies
Amount	$1250.00
Source	Base
Budget Reference	Nutri Kids software

2018-19

Amount	$25,000
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	$5,000
Source	Base
Budget Reference	Training cost
Amount	$500
Source	Base
Budget Reference	4000-4999: Books And Supplies Garden supplies
Amount	$1250.00
Source	Base
Budget Reference	Nutri Kids software

2019-20

Amount	$25,000
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	$5000.00
Source	Base
Budget Reference	Training cost
Amount	$500
Source	Base
Budget Reference	4000-4999: Books And Supplies Garden supplies
Amount	$1250.00
Source	Base
Budget Reference	Nutri Kids software

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.

☐ New	☒ Modified	☐ Unchanged

Goal 3	Focus on raising reading and math scores for all students including disadvantaged and foster youth and EL students through integration of small group instruction, integration of technology and 21st Century Learning..

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☒ 8
COE ☐ 9 ☐ 10
LOCAL

Identified Need

Implement a structured, measurable assessment of students attainment of CC standards through grade level intervention instruction in small groups, summer school, after school tutoring to increase student achievement over time.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
LEA local metric to provide a safe environment for students after school.	2016-2017 31%	3.1 50 % of TK-8th will be involved in the after school program as measured by enrollment.	3.1 50 % of TK-8th will be involved in the after school program as measured by enrollment.	3.1 50 % of TK-8th will be involved in the after school program as measured by enrollment.
State Standardized Assessments as measured by ELA and math CAASP scores	For 2015-2016 ELA-+2.2 math- +5.3	3.2 Provide intervention with math and reading to each grade level with a priority for targeted students.	3.2 Provide intervention with math and reading to each grade level with a priority for targeted students.	3.2 Provide intervention with math and reading to each grade level with a priority for targeted students.
EL annual growth as measured by California Dashboard for annual EL growth data	For 2016-2017 +20.7	3.3 Increase EL annual growth by +5	3.3 Increase EL annual growth by +5	3.3 Increase EL annual growth by +5
EL reclassification as measured by prior year number of	For 2016-2017 Snelling students were not reclassified.	3.4 Reclassification of EL students increase by 15%.	3.4 Reclassification of EL students increase by 10%.	3.4 Reclassification of EL students increase by 10%.

reclassified students based of annual CELDT scores.	92% of students CELDT scores show Intermediate, Early Advanced, or Advanced.	90% of students CELDT scores will show Intermediate, Early Advanced, or Advanced.	90% of students CELDT scores will show Intermediate, Early Advanced, or Advanced.	90% of students CELDT scores will show Intermediate, Early Advanced, or Advanced.
Middle School dropout at measured by formula in LCAP appendix	For 2016-2017 0%	3.5 95% of 8th grade students will meet graduation rate.	3.5 95% of 8th grade students will meet graduation rate.	3.5 95% of 8th grade students will meet graduation rate.
Access to a broad course of study as measured by review of teacher and/or administration.	2015-2016 100% access to a broad course of study at all school sites.	3.6 100% access to a broad course of study at all school sites.	3.6 100% access to a broad course of study at all school sites.	3.6 100% access to a broad course of study at all school sites.

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	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All Schools ☐ Specific Schools: ☒ Specific Grade spans: TK-8

ACTIONS/SERVICES

2017-18	2018-19	2019-20

☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Action: Implement a K-8th summer school with priority enrollment for targeted students. Service: HQT for summer school. Service: Summer reading program Service: Purchase Summer School supplies and curriculum resources. Service: Attendance/Academic field trip Service: Provide transportation to and from summer school.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$10,000.00	Amount	$10,000.00	Amount	$10,000.00
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	Staff	Budget Reference	Staff	Budget Reference	Staff
Amount	$1,000.00	Amount	$700.00	Amount	$700.00
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	Summer Reading Program staffing	Budget Reference	Summer Reading Program staffing	Budget Reference	Summer Reading Program staffing
Amount	$1500.00	Amount	$1500.00	Amount	$1500.00
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	Summer Academy supplies	Budget Reference	Summer Academy supplies	Budget Reference	Summer Academy supplies
Amount	$4,000.00	Amount	$1,500.00	Amount	$1500.00
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	Summer school field trip	Budget Reference	Summer school field trip	Budget Reference	Summer School field trip
Amount	$7000.00	Amount	$7000.00	Amount	$7000.00
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration

Budget Reference	Transportation costs	Budget Reference	Transportation costs	Budget Reference	Transportation costs

Action   2

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

Students to be Served

☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s)

☒ All Schools   ☐ Specific Schools: ☒ Specific Grade spans: TK-8

OR

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

Students to be Served

☐ English Learners   ☐ Foster Youth   ☐ Low Income

Scope of Services

☒ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Action: Provide grade level intervention in English Language Arts and Mathematics in grades TK-8th. Service: Instructional Aides. Service: Reading Intervention Teacher Service: Mathematics intervention in small group instruction. Service: Online common core supplemental materials.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount $25,000.00	Amount $25,000.00	Amount $25,000.00

Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	Staff	Budget Reference	Staff	Budget Reference	Staff
Amount	$500.00	Amount	$500.00	Amount	$500.00
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	Online supplemental access	Budget Reference	Online supplemental access	Budget Reference	Online supplemental access

Action   **3**

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

Students to be Served   ☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s)   ☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served   ☒ English Learners   ☐ Foster Youth   ☐ Low Income

Scope of Services   ☒ LEA-wide   ☐ Schoolwide   **OR**   ☒ Limited to Unduplicated Student Group(s)

Location(s)   ☒ All Schools   ☐ Specific Schools: ☒ Specific Grade spans: TK-8

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Action: Provide designated English Learner academic support for targeted students based off of CELDT scores through ELD instruction. Service: Daily ELD instruction. Service: Online supplemental curriculum support.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$5000.00	Amount	$5000.00	Amount	$5000.00
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries
Amount	$2000	Amount	$2000.00	Amount	$2000.00
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	EL online support	Budget Reference	EL online support	Budget Reference	EL online support

Action **4**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☒ All Schools ☐ Specific Schools: ☒ Specific Grade spans: TK-8

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**

☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Action: Provide academic intervention in math and ELA in small group instruction based off CAASP results and teacher recommendation. Service: Reading Intervention Teacher. Service: AR reading incentives. Service: Instructional supplies and curriculum resources.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$15,000.00	Amount	15,000.00	Amount	$15,000.00
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	Classified staff	Budget Reference	Classified Staff	Budget Reference	Classified Staff
Amount	$500.00	Amount	$500.00	Amount	$500.00
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	Supplies	Budget Reference	Supplies	Budget Reference	Supplies

Action   **5**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☒ All Schools ☐ Specific Schools: ☒ Specific Grade spans: TK-8

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools ☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☒ New ☐ Modified ☐ Unchanged
Action: Provide ongoing staff development to all employees related to California Standards, English language development and writing. Service: Provide opportunities for professional development. Service: Certificated compensation of non contracted professional development days. Service: Instruction Aides compensation for professional development. Service: Cost of traveling expenses, food expenses and additional misc. costs associated with professional development.		

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$8000.00	Amount	$8,000.00	Amount	$8000.00
Source	Base	Source	Base	Source	Base
Budget Reference	Certificated and Classified Staff	Budget Reference	Certificated and Classified Staff	Budget Reference	Certificated and Classified Staff
Amount	$8,000.00	Amount	$8,000.00	Amount	$8000.00
Source	Base	Source	Base	Source	Base
Budget Reference	Traveling expenses	Budget Reference	Traveling expenses	Budget Reference	Traveling expenses
Amount	$7000.00	Amount	$7000.00	Amount	$7000.00
Source	Base	Source	Base	Source	Base
Budget Reference	Professional development fees	Budget Reference	Professional development fees	Budget Reference	Professional development fees

Action   **6**

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

Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

Location(s)	☒ All Schools	☐ Specific Schools:	☒ Specific Grade spans: TK-8

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☒ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Action: Provide BTSA for new teachers. Service: BTSA designated inservice.		

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	$3,500.00	$3,500.00	$3500.00
Source	Base	Base	Base
Budget Reference	BTSA support	BTSA support	BTSA support

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds: $155,779   Percentage to Increase or Improve Services: 24.11%

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).

Snelling ESD is a small school district of 76 students. Our Unduplicated count for students' of need is 76.32%. Therefore, a portion of the LCFF Supplemental and Concentration funding will be used on all students. The district supports an emphasis on digital technology for all students during school hours and on an multi level school wide intervention plan to increase student success on the CAASP. Online access to course materials, supplemental classroom instruction, and small group intervention has shown through district measurement to increase student and parent engagement. The district has also identified multiple levels of intervention focused on small group instruction, extended day, summer school, intervention classes, RTI, Speech and Language Specialist, and psychological support for all students. The district has identified this as the most effective way to provide services that are principally directed towards students to receive the services to be most successful in school.

Consistent with the state requirements for calculating the percent of increase/improved services for unduplicated students, Snelling ESD has determined services must be improved or increased by 24.11% This will be qualitatively measured through the following expanded/increased services:

*Increased parent education classes for parents of targeted students

*Increased time for academic tutoring and expand summer school opportunities

*Instructional aide time for small group instruction

*Intervention for EL, Foster Youth, and Special Needs students

*After school tutoring

*1:1 devices for 1-8th grades

Revised Local Control and Accountability Plan and Annual Update Template Instructions

[Addendum](#)

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. 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 Education Code. 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

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, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark 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. 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. Education Code 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. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code 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, mark 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, mark 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

> > Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. 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 contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services 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 checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, 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 indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "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 selecting "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.

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 scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

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 mark "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 selecting "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:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Check "Modified" 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.

- Check "Unchanged" 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.
  - o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" 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 *Education Code* 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 mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section 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 5 *CCR* 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* 15496(a)(7).

Consistent with the requirements of 5 *CCR* 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 for English Language Arts
      b. Mathematics – Common Core State Standards for Mathematics
      c. English Language Development
      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 UC or 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 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 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 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 *Education Code* 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 *California Code of Regulations*, title 5, 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 *Education Code* 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 *Education Code* 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 *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* 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 *Education Code* sections 42238.01 and bgroups as defined in 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 *Education Code* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* 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?

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	214,400.00	138,137.84	207,050.00	220,250.00	186,250.00	613,550.00
	0.00	300.00	0.00	0.00	4,500.00	4,500.00
Base	59,300.00	68,199.00	124,450.00	142,450.00	103,950.00	370,850.00
Lottery	800.00	0.00	2,600.00	1,600.00	1,600.00	5,800.00
Special Education	0.00	800.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	154,300.00	68,838.84	80,000.00	76,200.00	76,200.00	232,400.00

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

Total Expenditures by Object Type

Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	214,400.00	138,137.84	207,050.00	220,250.00	186,250.00	613,550.00
	214,400.00	138,137.84	176,550.00	189,750.00	155,750.00	522,050.00
1000-1999: Certificated Personnel Salaries	0.00	0.00	25,000.00	0.00	0.00	25,000.00
2000-2999: Classified Personnel Salaries	0.00	0.00	5,000.00	30,000.00	30,000.00	65,000.00
4000-4999: Books And Supplies	0.00	0.00	500.00	500.00	500.00	1,500.00

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

		Total Expenditures by Object Type and Funding Source					
Object Type	**Funding Source**	**2016-17 Annual Update Budgeted**	**2016-17 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	All Funding Sources	214,400.00	138,137.84	207,050.00	220,250.00	186,250.00	613,550.00
		0.00	300.00	0.00	0.00	4,500.00	4,500.00
	Base	59,300.00	68,199.00	98,950.00	116,950.00	78,450.00	294,350.00
	Lottery	800.00	0.00	2,600.00	1,600.00	1,600.00	5,800.00
	Special Education	0.00	800.00	0.00	0.00	0.00	0.00
	Supplemental and Concentration	154,300.00	68,838.84	75,000.00	71,200.00	71,200.00	217,400.00
1000-1999: Certificated Personnel Salaries	Base	0.00	0.00	25,000.00	0.00	0.00	25,000.00
2000-2999: Classified Personnel Salaries	Base	0.00	0.00	0.00	25,000.00	25,000.00	50,000.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	0.00	0.00	5,000.00	5,000.00	5,000.00	15,000.00
4000-4999: Books And Supplies	Base	0.00	0.00	500.00	500.00	500.00	1,500.00

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

Total Expenditures by Goal				
Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	50,000.00	66,000.00	32,000.00	148,000.00
Goal 2	59,050.00	59,050.00	59,050.00	177,150.00
Goal 3	98,000.00	95,200.00	95,200.00	288,400.00

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