

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](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: 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	Summerville High School		
Contact Name and Title	Robert N. Griffith Superintendent	Email and Phone	rgriffith@summbears.net 209-928-3498

2017-20 Plan Summary

THE STORY

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

Summerville High School

Summerville High School is located in the foothills of the central Sierra along the Chaparral/Oakwood ecosystem. Oaks, buck brush, manzanita, and bull pines with a scattering of ponderosa pine grace the surrounding hills. The school, housed at an elevation of 2,605 feet, has a four-season year. Temperatures range from the mid-teens to over 100 degrees. Sun, rain, fog, hail, and snow occur during the year.

Summerville High School (SHS) is a comprehensive high school of 435 students. The Summerville Union High School District includes three necessary small high schools; and one 7-12 fine arts charter School. The Connections Visual and Performing Arts Academy (fine arts charter school) students, all 222 of them, attend classes with Summerville High students. This raises the number of students on campus to 657. The 50- year old facility serves the eastern portion of Tuolumne County. Tuolumne County is rural and covers a large geographical area. Some of our students travel up to thirty miles each day to school and a large number are bussed because the campus is not within walking distance of any neighborhoods. The county is supported by tourism, a reduced timber industry, retail and service occupations, as well as the local Black Oak Casino.

In 1854, the town site of Summersville was created. The town later became known as Carter’s and in 1899 West Side Lumber and Flume Company established its own post office. The name given to the new post office Tuolumne (pronounced too-WAH-la-me). Tuolumne’s name translate to “cluster of stone huts” relating to Mi-Wuk Indian dwellings. The name Summerville comes from the first of three names given to Tuolumne. Upon the naming of the school in 1911, the second’s” was lost and the name has remained Summerville.

Summerville High School and Connections Academy have a principal, Deputy Principal, and two grade level coordinators (GLCs). The GLCs’ duties include counseling, scheduling, discipline, career guidance, and teacher evaluations. Each GLC remains with his or her class for all four years of high school to maintain continuity in the educational programs for students.

The current campus was built in 1965 to accommodate 400 students. The enrollment peaked in 2000-2001 with 780 students. The campus has been thoroughly modernized with updated technology. Summerville Union High School District passed an 8.2 million dollar bond in 2012 to help with improvements to our sport fields, facility updates, and technology. During the last bond, modifications were made to provide new classrooms, a gymnasium annex, a performing arts theatre, a band room, a library and a computer lab were added to enhance the educational opportunities for the students. The district has formed a Bond Advisory Council, a Bond Oversight Committee, and is in the first stages of a three-tier plan starting with our much needed sports facility.

The current curriculum standard is—Common Core—nearing full-implementation and the Smarter Balanced Assessments in their third year, Summerville High School has welcomed this opportunity to help our students learn to be critical thinkers and problem solvers. To help support our teachers while they embrace this new way of thinking in education, Summerville High School has opened the doors to a variety of different learning opportunities to help them succeed. This past year, the school implemented a bell schedule with early releases every Wednesday and Thursday to provide more preparation time, and regularly scheduled PLC and Staff days. Here, teachers are able to share best practices, review rubrics, create assessments, analyze data, and create lessons tied to the new Common Core standards. Our plan is to continually nurture these groups as they continue to analyze data, write assessments, create common language, and begin working across curriculum to help all of our students succeed.

In addition to continuing to develop PLCs, Summerville High School also had three of its departments—English, Math, and Science—meet over the summer to begin laying the framework for the Common Core curriculum, building lessons, creating assessments, and organizing common rubrics. Half of the SHS staff members were also sent to the Common Core training provided by the Tuolumne County Office of Education. All teachers attended a Common Core training this past November hosted by TCOE and our in-service days are also devoted to helping our teaching staff transition into Common Core. The training is ongoing and the doors to professional development are open to all staff members interested in attending more CC-aligned trainings.

While students' academic success is always at the forefront of our minds, building character is also an integral part of our focus at Summerville High School. Therefore, the staff decided to build a Character Counts program to insure that our students understand the importance of marrying academia with character. Members of our staff attended a CC training in Southern California last year and presented the program and their findings to the entire SHS staff, who then decided to implement the program this past Fall. This year, our morning announcements—which are written by our students—reflect the importance of character; we have also created a Character Council, comprised of administrative and teaching staff members; "Character Counts Nomination Forms" were created to acknowledge when students are exemplifying strong character.

The student population of Summerville High School, including Connections Visual and Performing Arts Academy, is primarily Caucasian. During the 2016-2017 school year, the following ethnic groups were represented: African American, 1.48%; American Indian or Alaskan Native, 5.02%; Chinese, 0%; Vietnamese, 0%; White, 74.41%; Filipino, 0%; Hispanic or Latino, 13.11%; Native Hawaiian or Pacific Islander, 0%; Asian, .81%; Samoan, 0%; unclassified, 2.81%. Over the past five years, there have been very few English Language Learners enrolled at SHS, and during the current school year, all students are fluent in English. According to CBEDS, 42.3 % of students participate in the free and reduced lunch program.

The number of special needs students has increased over the past five years. Currently, SHS has 60 enrolled students with a 504 plan and 59 with an active IEP. These students are monitored by our resource and special education teachers.

Students on campus are very active in athletics and the performing arts. According to the student survey, 62% participate in after school athletics, and 43% are involved in performing arts activities, such as band, choir, or theatre arts. Jazz @ 8, the choral jazz group is well known in the county and performs in a variety of venues around the state each year.

After graduating from SHS, approximately 25% of graduating seniors attend four-year colleges or universities, while 60% continue their education in community colleges. The percentage of students has diminished over the past few years due to the economic decline in Tuolumne County. A handful of students each year enlist in the military or immediately enter the work force.

LCAP HIGHLIGHTS

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

This year's LCAP focuses on the most important school and academic needs of our students and are identified in our goals. 1. Emphasizing a rigorous academic program for every student. 2. Increasing student engagement. 3. Increasing student preparation for their futures. The purpose of these goals is to emphasize preparation of every student for their futures in academics and life. Many of the actions emphasize school wide opportunities to increase effectiveness with all students and provide opportunities for our struggling and at risk students to be supported. The goals are tied to specific and measureable results that will indicate progress in critical areas that point to student growth and success.

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

Some significant growth has been recorded representing the metrics identified in the goals. The 2016 CASSPP score results for 11th grade students indicate outstanding improvement and performance. SUHSD performs ahead of the state and other local high schools in both Language Arts and Math. Significant increases were recorded in both categories. Meets and exceeds standards in ELA went from 53% to 71% and in Math from 19% to 40%. Both of the 2016 scores represent results about 8% ahead of the state and county averages. Summer school credit recovery had 79 students attend. With several new administrators, the practice of meeting with every student who have poor grades has become standard. Efforts to improve student engagement and increase participation appears successful. Efforts to prepare more students for college and beyond have shown a positive increase in the metrics to measure those results.

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

The actual practices in Math support and ELA support classes need improvement. Currently these courses represent a repeat of more work from the original course. As originally approved, these courses were to be a backing for the base course they are supporting helping students with assignments and areas of need, not giving more of the same work.

The dashboard information indicates a lower rate of graduation for socio-economic and minority students in addition to an increased rate of suspension for the same students. However, this information reflects a 2014-2015 comparison. As the dashboard information becomes more current, these specific data point will be addressed. However, historical performance of students from socio- economically challenged and minority students indicates these have been and will remain areas of emphasis to close the achievement gap.

Identifying struggling students early and employing a more targeted RTI is needed. This will require a review of our SST procedures and follow up monitoring of our 504 students.

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

As mentioned above, the out of date dashboard information indicates a lower rate of graduation for socio-economic and minority students in addition to an increased rate of suspension for the same students. It can be assumed that this trend has continued as also evidenced by long term achievement gaps in education. Specific supports need to be reformed such as the actual 504 services; the instructional practices in support classes; once students are identified as at risk, keeping them on a hot list to evaluate individual needs and how to support the; provide SST intervention in a more timely manner; and planning credit recovery options that do not wait until summer to conduct those supports.

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.

Previously to 2016-2017, RTI has been a collection of “drive by” events for academically struggling students. A current administrator has taken on the IEP and SST improvement focus. A part of her work will include planning in detail an RTI model that works at our school. Students failing in private without identification and intervention is not an option. A multi-services and intervention approach will characterize our next steps. The cornerstone of this effort is early identification; a predetermined plan; caring adults who will take action; contact with parents; pursuit of every struggling student, and following up as a matter of routine.

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	\$6,868,584
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$269,618

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.

Expenditures that are not included in the LCAP are primarily operational costs that contribute to schools overall function:

1. Salaries and benefits for all certificated, classified, and management employees
2. Deferred Maintenance Costs
3. Special Education Costs
4. General supplies, contracts, and services for the operation of the district

\$5,404,400.86

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-2017

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	<p>Goal #1. Provide a rigorous academic program for every student in Summerville Union H.S. District with the opportunity to learn at high levels through:</p> <ul style="list-style-type: none">• full implementation of Common Core State Standards Math and ELA• increase graduation rate increasing academic performance as measured by the CAASPP (California Assessment of Student Performance and Progress)• Provide access to core curriculum to all students
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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

- Increase graduation rate by 1% over previous year. (see annual update)
- Meet minimum 95% tested students on SBAC assessments (see annual update)
- Academic Growth will be measured by CAASPP (see annual update)

ACTUAL

- Graduation. 2016. 92.1%
- 2015/2016: 95% SBAC participation met.

• CASSPP	2015	2016	2015	2016
•	11th ELA		11th Math	
• SUHSD				
• Exceed	15%	41%	3%	12%
• Meets	38%	30%	16%	28%
• Nearly M	27%	18%	31%	26%
• Not Met	17%	11%	51%	35%

• CASSPP	2015	2016	2015	2016
•	11th ELA		11th Math	
• Sonora				
• Exceed	26%	29%	4%	11%
• Meets	37%	34%	15%	20%
• Nearly M	20%	18%	27%	22%
• Not Met	17%	23%	53%	47%

• CASSPP	2015	2016	2015	2016
•	11th ELA		11th Math	
• Gold Rush				
• Exceed	4%	9%	0%	0%
• Meets	32%	26%	4%	15%
• Nearly M	48%	20%	17%	6%
• Not Met	16%	46%	79%	79%

•	CASSPP	2015	2016	2015	2016
•		11th ELA		11th Math	
•	State				
•	Exceed	23%	26%	11%	13%
•	Meets	33%	33%	18%	20%
•	Nearly M	24%	22%	25%	25%
•	Not Met	20%	19%	45%	43%

ACTIONS / SERVICES

Action **1**

Actions/Services

<p>PLANNED</p> <ul style="list-style-type: none"> • Math 1 and 2: support classes • ELA Development 1 and 2: support classes 	<p>ACTUAL</p> <p>Provided three total math support courses. The school provided four ELA support courses</p>
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Expenditures

<p>BUDGETED</p> <p>Title One funding Targeted courses for students below grade level 1000: \$34,856 2000: \$500</p> <p>Title One Courses <u>Suppl/Concen.</u> 1000: \$4,076.79 3000: \$11,678.14 5000: \$600</p> <p>Math/LAD Support Classes <u>Suppl/Conc.</u> 1000: \$47,570.04 3000: \$7,896.63</p>	<p>ESTIMATED ACTUAL</p> <p>Title I funding \$35,356 (Targeted Courses for students below grade level</p> <p>Title I Courses Suppl/Conc \$4,076.79 (1000) Certificated Salaries \$11,678.14 (3000) Benefits \$600 (5000) Services</p> <p>Math/LAD Support Classes Suppl/Conc. \$47,570.04-(1000) Certificated Salaries \$7,896.63 (3000) Benefits</p>
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ACTIONS / SERVICES

Action **2**

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> After school tutoring 	<p>ACTUAL</p> <p>Two days a week from 2:00 until 5:00 tutoring plus an instructional aid.</p>
Expenditures	<p>BUDGETED</p> <p>Targeted tutorial for students below grade level</p> <p><u>Suppl/Conc.</u></p> <p>1000: \$6,600</p> <p>3000: \$1,095.60</p>	<p>ESTIMATED ACTUAL</p> <p>\$10,360.60-TOTAL</p> <p>\$8,200-(1000/2000) Certificated/Classified Salaries</p> <p>\$2,160.60-(3000) Benefits</p> <p>Supplemental Funding</p>

ACTIONS / SERVICES

Action **3**

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> Core teachers to receive additional Common Core training 	<p>ACTUAL</p> <p>Julie Battle to ERWC; three Science teachers to an all-day NGSS training and an all-day release day to coordinate; three days of five ELA teachers paid time in summer of 2016 for coordinating Common Core curriculum. One math teacher to state math conference and Common Core implementation.</p>
Expenditures	<p>BUDGETED</p> <p>Core teachers to receive additional common core training Base Grant \$5,000 professional development/conference</p>	<p>ESTIMATED ACTUAL</p> <p>\$604.80-(5000)-Conf/Travel-Base expenditure</p>

ACTIONS / SERVICES

Action **4**

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> Purchase Common Core aligned textbooks 	<p>ACTUAL</p> <p>Study Sync ELA curriculum purchased for the entire school. "Big Ideas" math purchased for selected math courses.</p>
Expenditures	<p>BUDGETED</p> <p>Purchase common core aligned textbooks and supplemental core materials</p> <p><u>Suppl/Conc.</u></p> <p>\$69,587.50</p>	<p>ESTIMATED ACTUAL</p> <p>\$39,021.75-(4000)Books/Supplies</p> <p>Supplemental Funding</p>

ACTIONS / SERVICES

Action **5**

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> Summer school for underperforming students (summer of 2016) 	<p>ACTUAL</p> <p>Summer school credit retrieval provided for 79 students in the summer of 2016.</p>
Expenditures	<p>BUDGETED</p> <p>Summer School for underperforming students</p> <p><u>Suppl/Conc.</u></p> <p>1000: \$7,287.12</p> <p>3000: \$1,209.66</p>	<p>ESTIMATED ACTUAL</p> <p>\$9,273.82-TOTAL</p> <p>\$8,370.78-(1000) Certificated Salaries</p> <p>\$903.04-(3000) Benefits</p> <p>Supplemental Funding</p>

ACTIONS / SERVICES

Action **6**

Actions/Services	PLANNED <ul style="list-style-type: none">Admin provide annual student academic progress reviews to every student	ACTUAL <p>This goal was achieved for every student.</p>
Expenditures	BUDGETED <p>Admin provide annual student academic progress reviews to every student \$0</p>	ESTIMATED ACTUAL <p>\$0</p>

ACTIONS / SERVICES

Action **7**

Actions/Services	PLANNED <ul style="list-style-type: none">SBAC training on interim assessments for ELA and Math	ACTUAL <p>This was done previously for teachers and not this year. High school principal attended SBAC training.</p>
Expenditures	BUDGETED <p>\$0</p>	ESTIMATED ACTUAL <p>\$0</p>

ACTIONS / SERVICES

Action **8**

Actions/Services	PLANNED <ul style="list-style-type: none">Add AP European History	ACTUAL <p>One section of European AP History was provided.</p>
Expenditures	BUDGETED <p>Offer additional AP course European History <u>Suppl/Conc.</u> 1000: \$9,855.47 3000: \$1,636.01</p>	ESTIMATED ACTUAL <p>\$11,189.99-TOTAL \$9,596.90-(1000) Certificated Salaries \$1,593.09-(3000) Benefits Supplemental Funding</p>

ACTIONS / SERVICES

Action **9**

Actions/Services	PLANNED <ul style="list-style-type: none">Qualify more courses for A-G requirements	ACTUAL <p>Added AP European History and ASB Leadership.</p>
Expenditures	BUDGETED <p>\$0</p>	ESTIMATED ACTUAL <p>\$0</p>

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.	<p>The use of Math 1 and Math 2 support, and ELA Development courses were provided to many at risk students. After school tutoring was provided throughout the year. Common core training and textbooks continue to be an emphasis. Summer school was provided in the summer of 2016 while all students have been seen by their counselor to review academic progress. AP European History was added to the master schedule and a teacher was hired to teach the course.</p>
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	<p>While the California Dashboard does not provide a graduation rate comparison, the minimum testing rate of 95% SBAC participation was reached and the CASSPP testing results were very positive. The school showed excellent improvement in these academic measures while maintaining supremacy of scores over the state and county averages.</p>
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	<p>One impact on the budget discrepancy was \$2,591.79 of textbooks budgeted to supplemental funding were paid for out of increased lottery revenue.</p>
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.	<p>Efforts to improve actions will focus on our at risk populations. RTI has been a collection of “drive by” events for needy students. Current administration has taken on the IEP and SST student cause. Planning in detail will take place on a RTI model that works at our school. The school will target improving student learning for all students. A multi-services and intervention approach will be the focus our next steps. The emphasis of this effort is early identification; a predetermined plan; caring adults who will take action; contact with parents; pursuit if every struggling student. Further emphasis on early identification of the most at risk students and interventions will be a planning priority.</p>

Goal 2

Goal #2. Increase student engagement:

- Through increased use of student engagement instructional strategies in Summerville Union H.S. District (see Annual Update, Goal 2) classrooms.
- The use of technology instruction in the classroom (see Annual Update, Goal 2)
- Increase use of Character Counts and student recognition programs (See Annual Update for metrics)

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

- Increase use of effective engagement strategy use over previous year
- Improve technology use and decrease distractions inside and outside the classroom with iPads through three dedicated staff development sessions on the instructional essentials of using iPads.
- Recognize students in CC and academics at least monthly.
- Increase attendance rates annually.

ACTUAL

- Three PDs provided; MDM and County filters put in place to reduce outside entertainment use.
- Character Counts Luncheons and recognitions: 9/30/16; 11/10/16; 1/13/17; 2/24/17; 4/14/17; 5/26/17
- Attendance rate for 2015-2016 94%
- Attendance rate for 2014-2015: 94.64%.
- Chronic absent students 2015-2016 14.75%
- Chronic absent students: 2014-2015. 19.8%.
- School climate baselines are reflected in the following AMOs:
 - Suspension rate:
 - 2015-2016: 8.4%;
 - 2014-2015: 9.3%; 2013-2014 5.1%
 - 2012-2013 5.4% (based on # of incidents. See appendix page 39)
 - Expulsion Rates:

- 2015-2016. 7/75 2. .93%
- 2014-2015. 5/75 2. .66%

ACTIONS / SERVICES

Action **1**

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> • In class interventions: CFU, tech engagement, depth of knowledge 	<p>ACTUAL</p> <p>Provided technology training all day on November 21, 2016.</p>
Expenditures	<p>BUDGETED</p> <p>Targeted tech engagement for students below grade level</p> <p><u>Suppl/Conc.</u></p> <p>1000: \$19,710.94</p> <p>3000: \$3,272.02</p>	<p>ESTIMATED ACTUAL</p> <p>\$8,994.91-TOTAL</p> <p>\$7,590 (1000) Salaries</p> <p>\$1,404.91 (3000) Benefits</p> <p>Supplemental Funding</p>

ACTIONS / SERVICES

Action **2**

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> • Professional development in student engagement through Adams Consulting • Professional development in classroom technology instruction through TCSOS 	<p>ACTUAL</p> <ul style="list-style-type: none"> • Julie Adams Consulting provided five days of staff training focusing on student engagement and depth and knowledge. Staff professional development travel and conference and Staff Development Buy Back days. • Support has been provided and direct teacher instruction in
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		professional development and participation in the technology committee. Media Tech Class (1 period 16.17)
Expenditures	<p>BUDGETED</p> <p>Educator Effectiveness Grant. Resource 6264 Provide Specialized PD on Student engagement and CFU</p> <p><u>Suppl./Conc.</u> 1000: \$31,774.40 3000: \$5,283.65 4000: \$2,000 5000: \$2,000</p>	<p>ESTIMATED ACTUAL</p> <p>\$30,884.67-TOTAL \$12,435.54(1000)-Salaries \$2,005.44 (3000)-Benefits \$2,923.11 (4000)-Supplies \$13,520.58 (5000)-Services/Travel/Conference Supplemental Funding</p> <p>\$15,628.64-TOTAL \$11,865.55 (1000)-Salaries \$3,243.09 (3000)-Benefits \$520 (4000)-Supplies Supplemental Funding</p>

Action **3**

Expenditures	<p>PLANNED</p> <ul style="list-style-type: none"> School crisis counselor increase services 	<p>ACTUAL</p> <p>Counselor services approximately five hours a week.</p>
	<p>BUDGETED</p> <p>Provide crisis counseling services for students</p> <p><u>Suppl/Conc.</u> 1000: \$22,610 2000: \$3,753.26</p>	<p>ESTIMATED ACTUAL</p> <p>\$28,690.91-TOTAL \$24,605-(1000) Certificated Salaries \$4,085.91-(3000) Benefits Supplemental Funding</p>

ACTIONS / SERVICES

Action

4

Actions/Services

PLANNED

- Expand instructional access to technology for instruction for teachers

ACTUAL

Added access points to classrooms; staff iPads upgraded to Air Two; purchased new laptops for several teachers.

Expenditures

BUDGETED

Expand Inst. Access to tech iPad infrastructure tech/supplies and services

Suppl/Conc.

4000: \$28,407.27

Base Grant

4000: \$71,980.23

ESTIMATED ACTUAL

\$37,427.25-(4000) Supplies

\$1,363.08-(5000) Services

Supplemental Funding

\$71,980-(4000) Supplies

Base Grant Expenditure

ANALYSIS

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.

Student engagement strategies were emphasized through targeted professional development with Julie Adams Consulting this year. Efforts were made to make the tech devices more useful and less of a distraction through professional development, Mobile Device Management, and county filtering services. The Character Counts Program operated well this year. Students who are more engaged in the classroom and school activities are less likely to have attendance issues, which is a high predictor of school success.

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

The professional development focusing on student engagement was well received. Teachers received a number of reminders regarding the importance of positive culture and practices based upon brain research. The Character Counts Program which had gone into a one year hiatus was relaunched and invigorated by administration, staff, and students. Teachers have continued to receive tech support professional development for classroom use of tech for instruction. Students have shown a willingness to receive support for their personal issues with our crisis counselor. The counselor has shown great skill in supporting at risk populations who are struggling with personal issues. Students who feel safe at school tend to have higher attendance rates and be more successful.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The discrepancy between the budget and actual spending was primarily due to Professional development expenses paid for out of Educator Effectiveness one time funding.

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.

AMAO "Increase use of effective engagement strategy use over previous year" has been removed. This is based upon that there is no measureable outcome that specifically addresses that metric. Student engagement remains a high priority for the school. Efforts will be increased through the implementation of three new actions. Get Focused, Stay Focused is a goal setting program that when fully implemented will cover student's grade 9-12. Another effort will be in the area of engaging students in the classroom through best first teaching strategies and support students in the classroom through a comprehensive RTI program. Research indicates the more students are connected to the school by engaging in the processes and activities, the more successful they will be.

Goal 3

Goal #3. Increase student preparation for college, career, and community:

- through increasing the percentage of students achieving A-G requirements for college.
- Identify, refine, and implement efforts to prepare and connect students to future career opportunities through education, training, and work.
- Increase communication of information to parents and students about post-secondary opportunities

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

- Increase 2% per year students graduating with a-g requirements. (2016-2017)

- Increase student participation in all four pathway programs by 5%. (2016-2017)
- Increase participation rates of students graduating with a certificate in a career pathway by 5%. (2016-2017)

ACTUAL

- Increased 11% over 2015.
- 2013 39%
- 2014 42%
- 2015 44%
- 2016 55%

- 2016-2017 CTE Student Enrollments 405/607. 66.7%
- 2015-2016 CTE Student Enrollments 371/650. 57%.
- Intro Ag, Adv. Animal and Plant, Ag Leadership, Vet Science, Manufacturing, Mechanics, General Auto, Adv. Auto, Keyboarding, General Business, Accounting, Elementary Aid, CTE Law Enforcement.

“Evaluate the following Metrics:

	2015	2016
graduates attending 4 yr	21 %	27.8%
attending 2 yr college	55%	51.3%
attending trade schools	6 %	4.3%
graduates into work	8%	4.3%
Gap year		6.0%
% of graduates taking the SAT	36%	36.5%
Number of 2016 seniors taking courses at Columbia College 2016 – 44 graduating seniors		

School climate baselines are reflected in the following AMOs:
 Suspension rate for 2014-2015: 4.6%; 2013-2014 5.1%; 2012-2013 5.4% (based on # of incidents. See appendix page 39)

Expulsion Rates. 2014-2015. 5/724. .006%
 2015-2016. 7/720. .009%

Attendance rate for 2014-2015: 94.64%. 2015-2016 94%
 Chronic absent students: 2014-2015. 19.8% .
 2015-2016 14.75%” (2016-2017 LCAP)

Results of 2017 not available at the time of public review, board review, and board approval. The following results and 2017 data will be evaluated as they become available and included in the future LCAP.

	2015	2016
• graduates attending 4 yr.	21 %	27.8%
• attending 2 yr. college	55%	51.3%
• attending trade schools	6 %	4.3%
• graduates into work	8%	4.3%
• Gap year		6.0%
• % of graduates taking the SAT	36%	36.5%
• Number of 2016 seniors taking courses at Columbia College 2016 – Number of 2016 seniors taking courses at Columbia College 2016 – 44/130, 33.8% of graduating seniors		
• 2017 – N/A Not available		

ACTIONS / SERVICES

Action **1**

	PLANNED	ACTUAL
Actions/Services	<ul style="list-style-type: none"> Provide equipment for Pathway instruction 	Supplies purchased for Robotics and Vet Science. New lab installed for adult education; new welding equipment.
Expenditures	BUDGETED Expand CTE pathways: Equipment and instructional	ESTIMATED ACTUAL \$3,021.77-(4000) Supplies

materials for pathway instruction
Suppl/Conc.
 4000: \$6,792.50

Supplemental Funding
 \$30,625.08-(4000) Supplies
 Fund 11 Adult Education Funding

ACTIONS / SERVICES

Action **2**

Actions/Services

PLANNED
 • Increase student attendance in Pathway courses

ACTUAL
 Growth from 371 to 405.

Expenditures

BUDGETED
 \$0

ESTIMATED ACTUAL
 \$0

ACTIONS / SERVICES

Action **3**

Actions/Services

PLANNED
 • CTE teacher training

ACTUAL
 Rachel Castongia attended Ag Conference; Dibble attended CTE Coordinator training; Horak four days to Get Focused Stay Focused.

Expenditures

BUDGETED
 \$0

ESTIMATED ACTUAL
 \$1,657.07-(5000) Services/Travel/Conf.

	CTE Incentive Grant
--	---------------------

ACTIONS / SERVICES

Action **4**

Actions/Services	PLANNED <ul style="list-style-type: none"> Continue AP training to teachers 	ACTUAL Patey to AP Euro training; Banks to AP Spanish training.
Expenditures	BUDGETED \$0	ESTIMATED ACTUAL \$467.95-(5000)-Services \$467.95-(5000)-Services Supplemental Funding

ANALYSIS

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.

Efforts are being made to prepare more students for more options upon graduation from Summerville. Involvement in a-g courses, career-tech education, and focus on the future guide students into a more defined future.

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

More courses have been identified and qualified as a-g courses at Summerville. GLCs are guiding more students into these courses, with the result being more students are graduating college ready going from 39% in 2013 to 55% in 2016. Teachers continue to be trained in CTE and AP to provide excellent instruction for our students. Effectiveness will become more clearly measured as rubrics become online through the dashboard.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Expenditures that impacted a discrepancy between budgeted and actual expenditures were the supplies paid for by Educator Effectiveness, College Readiness, and the Adult Education Block Grant.

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

The AMOs previously included attendance, chronic absences, suspension and expulsion rates. These have been moved to more appropriately fit into Goal #2 and student engagement. The actions under goal #2 more directly impact these four indicators.

Efforts will continue to identify increasing a-g courses at the school. The school is adopting the curriculum "Get Focused, Stay Focused" for 2017-2018 and beyond. This curriculum guides students to make a 10 year plan for their future which includes, preparation, employment, education, family, and economic goals. GFSF has proven to reduce freshman failure rates, decrease drop outs and increase attendance, all contributing to a higher success rate for freshman transition and focus for students throughout the high school experience.

Stakeholder Engagement

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

2017–18 2018–19 2019–20

LCAP Year

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

The LEA has engaged the community in multiple efforts to solicit input into the LCAP. Shareholder meetings have been held where input was solicited from the School Improvement Committee, School Site Council, Staff, and the governing board. Parents were contacted through the “School Messenger” automated call program. The School Site Council is serving as the primary community review committee for the LCAP. This process included discussions of the total revenue and targeted LCAP expenditures during the negotiation process.

Beginning in May 2016, a School improvement Committee was formed. The purpose was to list needs, evaluate systems and programs, review the master schedule and bell schedule, and provide ideas and input for improvement in student learning. This committee has served as a incubation place for ideas and inout that has driven a number of suggestions and improvements, some of which influence the LCAP. The committee was made up of administrators, teachers, parents, community members, and students. Approximately 15-20 were present for most meetings. Issues and topics included:

- Attendance
- College and career readiness
- Bell schedule
- Campus climate
- 9th grade academic performance
- Equity in teacher responsibilities
- Class size
- School safety and drug use
- Engaging parents
- Improving student learning
- Value of homework

On December 1, 2016, a survey was taken with students, parents, and staff. The results provided input into issues, solutions, and next steps. Some results:

Attendance: Attendance clerk has increased expectations and enforcement of policy

School Safety: Safety Plan was rewritten and drug dog visits have been enforced on campus.

School climate: Has improved with new leadership and effective student contacts and follow-up to academic problems.

Bell schedule: An alternative schedule that would allow each teacher to see all students three days a week has been proposed to the board. Results are pending.
College and Career Readiness: Get Focused Stay Focused program was reviewed and introduced for 2017-2018 and is included in this LCAP.
Career Readiness: Discussion and approval of Columbia College offering a CTE pathway at Summerville for 2017 and beyond has now been included in the LCAP.

LCAP input was discussed and information gathered at all of the following meetings:

September 8, 2016. SIC

September 22, 2016. SIC

October 3, 2016. SIC

October 17, 2016. SIC

October 31, 2016. SIC

November 14, 2016. SIC

December 1, 2016. Surveys

January 9, 2017. SIC

April 5, 2017. SUHSD Board Budget Workshop

April 12, 2017. SHS Site Council

April 18, 2017. Connections Advisory Board

May 25, 2017. SUHSD Certificated Staff

May 25, 2017. SUHSD Administrative Team Review

June 14, 2017. SUHSD School Board. First Reading

June 28, 2017. SUHSD School Board. Approval

IMPACT ON LCAP AND ANNUAL UPDATE

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

The outreach to stakeholders resulted in providing valuable information for continuing current actions, modifying actions, deleting some actions, and adding new actions. Categories that are targeted for adjustment include a revised bell schedule for 17-18 that will allow teachers to see every student three times a week; focusing support courses to more specifically support the original base courses instead of double the work load on an already academically stressed student; and increasing the rigor of the summer credit recovery program. New actions introduced into the 2017-2018 LCAP include an engagement strategy that uses “Character Strong” curriculum for all students; incorporating a school wide RTI system of supports for all students that includes best first instruction and supporting at risk students in the classroom; and the introduction of “Get Focused, Stay Focused” curriculum that is research based and has been used to increase student engagement by planning out their goals and action plan for a ten year period. A continuing focus will be to increase effectiveness of student engagement through technology; increasing teacher effectiveness through professional development in the areas of technology use, effective first teaching, and classroom intervention strategies.

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

Goal #1. Provide a rigorous academic program for every student in Summerville Union H.S. District with the opportunity to learn at high levels through:

- full implementation of Common Core State Standards
- increase graduation rate increasing academic performance as measured by the CAASPP (California Assessment of Student Performance and Progress)
- Provide access to core curriculum to all students

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Graduation Rate	2016 92.1%	92.4%	92.7%	93%
SBAC 95% Tested	2016 95%+	95+%	95+%	95+%
CASSPP 11 th	2016 Meets/Exceeds ELA 71%. Math 40%.	ELA 72% Math 41%	ELA 73% Math 42%	ELA 74% Math 43%

PLANNED ACTIONS / SERVICES

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 Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: Summerville High/Connections____ Specific Grade spans: 9-12

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Math 1 and 2: support classes ELA Development 1 and 2: support classes	Math 1 and 2: support classes ELA Development 1 and 2: support classes	Math 1 and 2: support classes ELA Development 1 and 2: support classes

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$44,613.62-TOTAL \$37,645.45 (1000)-Salaries \$6,968.17 (3000)-Benefits	Amount \$45,307.21-TOTAL \$38,210.13 (1000)-Salaries \$7,097.08 (3000)-Benefits	Amount \$46,011.65-TOTAL \$38,783.28 (1000)-Salaries \$7,228.37 (3000)-Benefits
Source	Supplemental	Source Supplemental	Source Supplemental
Budget Reference	(1000)-Salaries (3000)-Benefits	Budget Reference (1000)-Salaries (3000)-Benefits	Budget Reference (1000)-Salaries (3000)-Benefits

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: _____

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 Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: Summerville and Connections Specific Grade spans: 9-12

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
After school tutoring	After school tutoring	After school tutoring

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$11,160.60-TOTAL \$9,000 (1000/2000)-Classified and Certificated Salaries \$2,160.60 (3000)-Benefits	\$11,349.62-TOTAL \$9,135 (1000/2000)-Classified and Certificated Salaries \$2,214.62 (3000)-Benefits	\$11,542.02-TOTAL \$9,272.03 (1000/2000)-Classified and Certificated Salaries \$2,269.99 (3000)-Benefits
Source	Supplemental	Supplemental	Supplemental

Budget
Reference

(1000/2000)-Salaries
(3000)-Benefits
Dist. defined (7090)

Budget
Reference

(1000/2000)-Salaries
(3000)-Benefits
Dist. defined (7090)

Budget
Reference

(1000/2000)-Salaries
(3000)-Benefits
Dist. defined (7090)

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: 9-12

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Core teachers to Math/Science Common Core training

2018-19

New Modified Unchanged

Core teachers to Math/Science Common Core training

2019-20

New Modified Unchanged

Core teachers to Math/Science Common Core training

BUDGETED EXPENDITURES

2017-18

Amount

\$5,000-TOTAL
\$5,000(Services/Conferences/Trav)

Source

Supplemental

Budget Reference

(5000)-Services
Resource 0935

2018-19

Amount

\$5,000-TOTAL
\$5,000(Services/Conferences/Trav)

Source

Supplemental

Budget Reference

(5000)-Services
Resource 0935

2019-20

Amount

\$5,000-TOTAL
\$5,000(Services/Conferences/Trav)

Source

Supplemental

Budget Reference

(5000)-Services
Resource 0935

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: _____

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 Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: 9-12

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Summer credit recovery for underperforming students	Summer credit recovery for underperforming students	Summer credit recovery for underperforming students

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$14,493.04-TOTAL \$7,672.80 (1000) Certificated Salaries \$1,420.24 (3000) Benefits \$5,400 (4000) Supplies	\$14,613.76-TOTAL \$7,672.80 (1000) Certificated Salaries \$1,540.96(3000) Benefits \$5,400 (4000) Supplies	\$14,744.74-TOTAL \$7,672.80 (1000) Certificated Salaries \$1,671.94 (3000) Benefits \$5,400 (4000) Supplies
Source	Supplemental	Supplemental	Supplemental
Budget Reference	(1000) Salaries (3000) Benefits	(1000) Salaries (3000) Benefits	(1000) Salaries (3000) Benefits

(4000) Supplies
Resource 0926

(4000) Supplies
Resource 0926

(4000) Supplies
Resource 0926

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

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

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: __9-12__

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Admin provide annual student academic progress reviews to every student

2018-19

New Modified Unchanged

Admin provide annual student academic progress reviews to every student

2019-20

New Modified Unchanged

Admin provide annual student academic progress reviews to every student

BUDGETED EXPENDITURES

2017-18

Amount \$0

Source

Budget

2018-19

Amount \$0

Source

Budget

2019-20

Amount \$0

Source

Budget

Reference



Reference



Reference



Action **6**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Group(s)	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input checked="" type="checkbox"/> Specific Grade spans: 9-12

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
SBAC training on interim assessments for ELA and Math E	SBAC training on interim assessments for ELA and Math	SBAC training on interim assessments for ELA and Math

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$2,000-TOTAL \$2,000-(5000) Services/Conf./Travel	Amount \$2,000-TOTAL \$2,000-(5000) Services/Conf./Travel	Amount \$2,000-TOTAL \$2,000-(5000) Services/Conf./Travel
Source	Supplemental	Source Supplemental	Source Supplemental

Budget
Reference

(5000)- Services/Conf/Travel
Resource 0935

Budget
Reference

(5000)-
Services/Conf/Travel
Resource 0935

Budg
et
Refer
ence

(5000)- Services/Conf/Travel
Resource 0935

Action **7**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input checked="" type="checkbox"/> Specific Grade spans: 9-12

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Qualify more courses for A-G requirements	Qualify more courses for A-G requirements	Qualify more courses for A-G requirements

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$0	Amount: \$0	Amount: \$0
Source: _____	Source: _____	Source: _____
Budget Reference: _____	Budget Reference: _____	Budget Reference: _____

Action **8**

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: 9-12

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 Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Purchase common core curriculum	Purchase common core curriculum	Purchase common core curriculum

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	\$61,604.30-TOTAL \$61,604.30 (4000) Supplies	Amount	\$61,604.30-TOTAL \$61,604.30 (4000) Supplies	Amount	\$61,604.30-TOTAL \$61,604.30 (4000) Supplies
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	(4000) Supplies Resource 0920	Budget Reference	(4000) Supplies Resource 0920	Budget Reference	(4000) Supplies Resource 0920

Goals, Actions, & Services

Strategic Planning Details and Accountability

New
 Modified
 Unchanged

Goal 2

Goal #2. Increase student engagement:

- Through increased use of student engagement instructional strategies in Summerville Union H.S. District classrooms.
- The use of technology instruction in the classroom
- Increase use of Character Counts and student recognition programs
- Engage students in character education through Character Strong curriculum.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Three Tech PD to staff	2016 3 tech PD to staff	3 tech PD to staff	3 tech PD to staff	3 tech PD to staff
Increase Attendance Rate	2016 94%	94.2%	94.4%	94.6%

Decrease Chronic Absenteeism	2016 14.75%	14.5%	14.25%	14%
Decrease suspension rate	2015-2016 8.4%	6%	5%	4%
Decrease expulsion rates	2015-2016 .93%	.80%	.70%	.60%
Recognize students in Character Counts Program	2016-2017 6 Luncheons	7 luncheons	7 luncheons	8 luncheons

PLANNED ACTIONS / SERVICES

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 Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: 9-12

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
RTI emphasis on SST; modifying instruction; professional development	RTI emphasis on SST; modifying instruction; professional development	RTI emphasis on SST; modifying instruction; professional development

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount</p> <p>\$31,996.15-TOTAL \$19,404.40 (1000) Salaries \$3,591.75 (3000) Benefits \$9,000 (5000) Services/Consultant</p>	<p>Amount</p> <p>\$32,353.67-TOTAL \$19,695.47 (1000) Salaries \$3,658.20 (3000) Benefits \$9,000 (5000) Services/Consultant</p>	<p>Amount</p> <p>\$32,716.78-TOTAL \$19,990.90 (1000) Salaries \$3,725.88 (3000) Benefits \$9,000 (5000) Services/Consultant</p>

Source

Supplemental

Source

Supplemental

Source

Supplemental

Budget
Reference

(1000) Salaries
(3000) Benefits
(5000) Services
Resource 0935

Budget
Reference

(1000) Salaries
(3000) Benefits
(5000) Services
Resource 0935

Budget
Reference

(1000) Salaries
(3000) Benefits
(5000) Services
Resource 0935

Action **2**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input checked="" type="checkbox"/> Specific Grade spans: 9-12

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> Professional development in classroom technology instruction through TCSOS 	<ul style="list-style-type: none"> Professional development in classroom technology instruction through TCSOS 	<ul style="list-style-type: none"> Professional development in classroom technology instruction through TCSOS

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$8,994.91-TOTAL \$7,590 (1000)-Salaries \$1,404.91 (3000)-Benefits	\$9,020.91 -TOTAL \$7,590 (1000)-Salaries \$1,430.91 (3000)-Benefits	\$9,047.38-TOTAL \$7,590 (1000)-Salaries \$1,457.38(3000)-Benefits
Source	Supplemental	Supplemental	Supplemental

Budget
Reference

(1000) Salaries
(3000) Benefits

Budget
Reference

(1000) Salaries
(3000) Benefits

Budget
Reference

(1000) Salaries
(3000) Benefits

Action **3**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: Summerville and Connections	<input checked="" type="checkbox"/> Specific Grade spans: 9-12

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
School crisis counselor services	School crisis counselor services	School crisis counselor services

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$29,159.39-TOTAL \$24,605 (1000) Salaries \$4,554.39 (3000) Benefits	Amount \$29,227.71-TOTAL \$24,605 (1000) Salaries \$4,622.71(3000) Benefits	Amount \$29,297.05-TOTAL \$24,605 (1000) Salaries \$4,692.05 (3000) Benefits
Source	Supplemental	Source Supplemental	Source Supplemental
Budget	(1000) Salaries	Budget (1000) Salaries	Budget (1000) Salaries

Reference

(3000) Benefits
Function 3110

Reference

(3000) Benefits
Function 3110

Reference

(3000) Benefits
Function 3110

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: _____

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 Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s)

All schools Specific Schools: _____ Specific Grade spans: 9-12

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Expand instructional access to technology and professional development for instruction for teachers	Ongoing instructional access to technology and professional development for instruction for teachers	Ongoing instructional access to technology and professional development for instruction for teachers

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$61,209.90-TOTAL	Amount \$62,405.94-TOTAL	Amount \$63,627.85-TOTAL

	\$55,636.75 (4000) Supplies \$5,573 (5000) Services		\$56,832.94(4000) Supplies \$5,573 (5000) Services		\$58,054.85 (4000) Supplies \$5,573(5000) Services
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	(4000) Supplies (5000) Services Resource 0008 Dist. Defined 0199	Budget Reference	(4000) Supplies (5000) Services Resource 0008 Dist. Defined 0199	Budget Reference	(4000) Supplies (5000) Services Resource 0008 Dist. Defined 0199

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: 9-12

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
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Get Focused Stay Focused	Get Focused Stay Focused	Get Focused Stay Focused

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$0	Amount	\$0	Amount	\$0
Source	Paid for by Grant	Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action **6**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: 9-12

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: Summerville High	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Engage students in character education through Character Strong curriculum.	Engage students in character education through Character Strong curriculum.	Engage students in character education through Character Strong curriculum.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount</p> <p>\$2,000-TOTAL \$2,000 (4000) Supplies</p>	<p>Amount</p> <p>\$2,000-TOTAL \$2,000 (4000) Supplies</p>	<p>Amount</p> <p>\$2,000-TOTAL \$2,000 (4000) Supplies</p>
<p>Source</p> <p>Supplemental</p>	<p>Source</p> <p>Supplemental</p>	<p>Source</p> <p>Supplemental</p>
<p>Budget Reference</p> <p>(4000) Supplies Resource 0935</p>	<p>Budget Reference</p> <p>(4000) Supplies Resource 0935</p>	<p>Budget Reference</p> <p>(4000) Supplies Resource 0935</p>

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

Goal #3. Increase student preparation for college, career, and community:

- through increasing the percentage of students achieving A-G requirements for college.
- Identify, refine, and implement efforts to prepare and connect students to future career opportunities through education, training, and work.
- Increase communication of information to parents and students about post-secondary opportunities

State and/or Local Priorities Addressed by this goal:

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

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent graduating meeting a-g	2016 55%	57%	59%	61%
Increase students in pathway programs	2016 405 Student course enrollments	410	415	420
4 year college senior enrollment	2016 27.8%	28%	29%	30%

Seniors attending
Columbia College

- 2016 – Number of seniors taking courses at Columbia College
2016 – 44/130, 33.8% of graduating seniors

35%

37%

39%

PLANNED ACTIONS / SERVICES

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: 9-12

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 Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: Summerville High Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide equipment for Pathway instruction	Provide equipment for Pathway instruction	Provide equipment for Pathway instruction

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount</p> <p>\$4,381-TOTAL \$4,381 (4000) Supplies</p>	<p>Amount</p> <p>\$4,381-TOTAL \$4,381 (4000) Supplies</p>	<p>Amount</p> <p>\$4,381-TOTAL \$4,381 (4000) Supplies</p>
<p>Source</p> <p>Supplemental</p>	<p>Source</p> <p>Supplemental</p>	<p>Source</p> <p>Supplemental</p>
<p>Budget Reference</p> <p>(4000) Supplies Resource 0935</p>	<p>Budget Reference</p> <p>(4000) Supplies Resource 0935</p>	<p>Budget Reference</p> <p>(4000) Supplies Resource 0935</p>

Action **2**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: Summerville and Connections	<input checked="" type="checkbox"/> Specific Grade spans: 9-12

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Increase student enrollment in Pathway courses	Increase student enrollment in Pathway courses	Increase student enrollment in Pathway courses

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$0	Amount: \$0	Amount: \$0
Source: _____	Source: _____	Source: _____
Budget Reference: _____	Budget Reference: _____	Budget Reference: _____

Action **3**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: Summerville and Connections	<input checked="" type="checkbox"/> Specific Grade spans: 9-12

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
CTE teacher training	CTE teacher training	CTE teacher training

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$5,000	Amount: \$4,000	Amount: \$3,000
Source: CTEIG	Source: CTEIG	Source: CTEIG
Budget Reference: (5000)- Services/Travel/Conference Resource 6387	Budget Reference: (5000)- Services/Travel/Conference Resource 6387	Budget Reference: (5000)- Services/Travel/Conference Resource 6387

Action **4**

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

Students to be Served	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
Location(s)	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: Summerville and Connections	<input type="checkbox"/> Specific Grade spans: 9-12

OR

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

Students to be Served	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide Group(s)	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
Location(s)	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: Summerville High	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
AP training for teachers	AP training for teachers	AP training for teachers

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount</p> <p>\$2,000-TOTAL \$2,000 (5000) Services/Trav/Conf</p>	<p>Amount</p> <p>\$2,000-TOTAL \$2,000 (5000) Services/Trav/Conf</p>	<p>Amount</p> <p>\$2,000-TOTAL \$2,000 (5000) Services/Trav/Conf</p>
<p>Source</p> <p>Supplemental</p>	<p>Source</p> <p>Supplemental</p>	<p>Source</p> <p>Supplemental</p>

Budget Reference

(5000) Services/Trav/Conf
Resource 0935

Budget Reference

(5000)
Services/Trav/Conf
Resource 0935

Budget Reference

(5000) Services/Trav/Conf
Resource 0935

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: Summerville and Connections Specific Grade: 11-12

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 Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s)

All schools Specific Schools: SHS (Instructional materials) Specific Grade spans: 11-12

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Incorporate a Columbia College CTE course on campus for 2017-2018.	Support a Columbia College CTE course on campus for 2018-2019.	Support a Columbia College CTE course on campus for 2019-2020.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$4,000	Amount: \$4,100	Amount: \$4,250
Source: Base Grant	Source: Base Grant	Source: Base Grant
Budget Reference: (4000) Books and Supplies	Budget Reference: (4000) Books and Supplies	Budget Reference: (4000) Books and Supplies

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 269,618

Percentage to Increase or Improve Services:

5.24 %

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](#)).

Efforts to improve student learning for unduplicated students at Summerville (42.3%) are balanced between targeted actions and schoolwide actions. Both have the emphasis of improving learning for our at risk students. Based upon staff and stakeholder input, the school is implementing eleven actions/services to increase or improve services to our at risk students.

The actions to target unduplicated students identify students who are struggling academically and are focused upon providing support specifically to those students. These include the following:

- Math 1 and Math 2 support courses
- English Language Development support courses
- After school tutoring
- Summer School credit recovery
- Providing crisis counseling services

- Response to Intervention implementation

Each of these actions employee strategies to identify, support, and promote improvement in the academic performance of underperforming students.

The LEA employs strategies to provide services LEA wide that have the greatest impact on the at risk student population. Research supports that the first level of intervention and student support is through effective first teaching. These include providing a highly competent staff for instruction that are fully trained in common core standards, particularly in ELA and Math, both gateway subjects. The following services also are principally directed toward students using supplemental funds including but not limited to:

- Providing at least one annual one on one guidance appointment with academic counseling for every student
- Implement LEA wide a Get Focused, Stay Focused curriculum to freshman that in three years will grandfather into all grades 9-12. GFSP specifically guides all students in creating a detailed 10 year plan for success in the occupational areas of their choice.
- Academic support classes including ELD and Math
- After school tutoring

Research indicates that good academic practices show the greatest potential results with struggling students. While any student would benefit from the above itemized actions, the unduplicated students benefit the most.

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. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

When developing the LCAP, 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. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, 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.
 - 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 EC sections 52061, 52067, and 47606.5.

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and 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 *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

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

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

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

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

(e) "Suspension rate" shall be calculated as follows:

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

(f) "Expulsion rate" shall be calculated as follows:

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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