

LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Shiloh Charter School		
Contact Name and Title	Seth Ehrler Superintendent/Principal	Email and Phone	sehrler@shiloh.k12.ca.us (209) 522-2261

2017-20 Plan Summary

THE STORY

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

Shiloh Elementary School District is located on Paradise Road eight miles west of the city of Modesto. Located on one campus are both an elementary school and a charter school. Established in 1880, the district encompasses approximately twenty-five miles. Our school maintains a rural school atmosphere in an agricultural setting while being close to the city of Modesto. Shiloh School is a Kindergarten through eighth grade school that has seven classrooms with approximately 150 students attending daily. Shiloh is one of three rural school districts which feed into Modesto High School. The superintendent/principal is both the district and site administrator. Seven teachers instruct students in both individual classrooms and combination classrooms at the K-8 grade levels.

The Shiloh School District is one of the oldest in Stanislaus County. Our mission is to foster academic excellence and self-esteem by maintaining an exciting, supportive environment in which staff and students may work and learn together. Pride here is a product of the several generations of families who have attended Shiloh through the years. At Shiloh, children can maintain their own identity in our 'small school' concept. We continue our task of maintaining an all-around educational excellence with small class sizes and a safe environment.

The Shiloh School District adheres to and is guided by the compliance requirements for implementing consolidated program funds. Shiloh's School Site Council/District Advisory Committee assists in developing the Local Control Accountability Plan, develops and oversees the budgets of the categorical programs, and monitors program implementation and evaluation. Shiloh meets the requirements for the Rural Education Achievement Program (REAP), and consequently moves some of its Title II funding to its Title I Schoolwide program as allowed by REAP.

One of the greatest challenges that the district faces is the dramatically changing demographic structure of the Shiloh student body. The free and reduced lunch percentage remains above 75% in 2016-2017 with 48% of the student body being English Language Learners. Despite these challenges, Shiloh School is implementing new teaching strategies, curricula, programs, technology integration and after-school support and enrichment to continually improve instruction and learning. We are pleased to announce that the school was able to provide 1-on-1 devices for students in grades 2-8 in 2015-2016 and is committed to preparing students for college and career readiness in a digital world.

Shiloh School operates a Schoolwide Title I program, allowing all students to receive Title I services, including historically underserved populations.. Title I pupils receive supplemental instructional services provided by highly qualified classroom teachers, supplemental and/or resource teachers and paraprofessionals. Supplemental instructional services may be provided in language arts and mathematics. Supplemental and classroom/resource teachers and

paraprofessionals meet regularly to coordinate instruction for remediation. Services may be provided in the classroom, resource room and/or after school. Supplemental instructional equipment and materials are provided to support the instruction of pupils below proficiency levels to assist them in meeting grade level standards in Language Arts and Mathematics. Because of the small size of the district, special education services are contracted through the Stanislaus County Office of Education which provides the district with nursing, psychologist, and speech services for students on site. Resource services which were historically provided by the Stanislaus County of Education will be provided by Shiloh ESD in 2017-2018. In addition they assist us in coordinating with our local SELPA to determine appropriate placements at off-site school locations for student with more severe disabilities.

LCAP HIGHLIGHTS

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

The district is continuing to pursue goals to improve services to students and the community by making progress to improve facilities and instructional services. Highlighting the school's goals for the upcoming 2017-2018 school year are the following actions, most of which were identified by parents during the LCAP meetings and survey time as areas of need:

- 1) The school has contracted to add a modular classroom in September/October of 2017 to allow for the split of the 5th/6th grade combination classroom.
- 2) The school has hired an additional teacher to teach the 5th grade class, increasing the the amount of teachers to eight (continuing the school goal to increase the number of teachers from six in 2014-2015 to nine by 2019-2020 to finally eliminate all combination classrooms). This has been a district priority since 2009 when the district began pursuing a facility expansion project to address district goals.
- 3) The final adoptions for Math and ELA/ELD are being made in 2017-2018 to support improved instruction.
- 4) The district will continue implementation of i-Ready (a diagnostic and instructional web-based tool for students and teachers) which began during the 2016-2017 school year.

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.

After review of many factors that reflect on school progress and success in relation to student achievement, four factors provide positive feedback:

- 1) The Shiloh School truancy rates and chronic absenteeism rates remain low in comparison to state averages.
- 2) suspensions and expulsion rates indicate success in comparison to state averages.
- 3) physical fitness results continue to indicate positive results. (See results at end of document).
- 4) CAASSP results indicate improvement in Mathematics (5% schoolwide) which was a major focus. ELA results will be a focus of improvement which will be supported with new state adopted Type curricula and the i-Ready diagnostic and instructional web-based platform to address the needs of EI and low-socioeconomic students a s well as all students. (see results at end of document).

GREATEST PROGRESS

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?

After discussion with stakeholders and reception of LCAP survey results, feedback continues to indicate the desire in four major areas all connected/dependent on facility improvement”

1) A larger facility with a more spacious multi-purpose room. (The district has a project on the New Construction Acknowledged Applications Received Past Existing Authority at OPSC which addresses this need). The district is awaiting funding from Prop 51.

2) The split of combination classrooms. Again the district is awaiting funding for facilities, but did split the 3/4 combination class, rent a modular classroom and hire a new teacher in 2015-2016. This upcoming year, 2017-2018, the district is using an interfund transfer allowed by OPSC to purchase another modular classroom and has hired a teacher in order to split the 5/6 combination classroom. The district anticipates receiving funding for facilities to split the 7/8 classroom and hire a new teacher in 2018-2019.

3) A larger parking lot to facilitate safer conditions for pick-up and drop-off of students. Again, this issue is being addressed in the plans submitted to OPSC.

4) Additional enrichment activities. The district's goal is to expand enrichment activities once the new facility is in place and the school has the space to accommodate additional activities. Currently, this is difficult with the current facility constraints.

5) After analysis of the California School Dashboard, Shiloh Charter does have areas of red/orange in English Language Arts Proficiency for English Learners (red), Socio-Economically Disadvantaged (orange), Hispanic (orange), and because of those populations being predominant in our student body, all students were identified as orange. The district adopted a new Type II ELA/ELD Program in 2016-2017 for grades K-6 and is adopting a new ELA program in 2017-2018 for grades 7-8. Additionally, the district will continue the diagnostic and instructional web-based program at the start of 2017-2018. All of this is aligned to Common Core Standards to support student growth in ELA. The district will also bring back Imagine Learning, a web-based program, to support EL student in grades K-1 who are struggling with English Language acquisition and have difficulty early on with i-Ready, a need identified in 2016-2017. With a new teacher, the split of the 5th/6th grade combination classroom, and the continued use of instructional aides to assist in implementing these programs, the district continues to provide improved and ongoing support and services to improve achievement in ELA for the identified groups.

6) After analysis of the California School Dashboard, Shiloh Charter does have areas of red/orange in Mathematics proficiency. Specifically English Learners did not meet proficiency goals (orange). The district will be adopting/piloting new Math curriculum in all grades K-8 in 2017-2018 and will continue the diagnostic and instructional web-based program i-Ready. With the split of the 5th/6th grades combination classroom, hiring a new teacher and providing instructional aide support, the district is improving support and services going into 2017-2018 in Mathematics instruction.

The district agrees with all of the key points being made by stakeholders. The school has been working since 2009 on the studies and planning needed to pursue a facility project and has been waiting on the New Construction Acknowledged Applications Received Past Existing Authority since 10/19/2015 with a project that will allow the school to meet the identified goals in the future.

GREATEST NEEDS

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

PERFORMANCE GAPS

The major performance gaps the school has identified are lower performance results on CAASPP testing by students who are identified as low-socioeconomic and/or Hispanic/Latino. (See data results at end of document). To continue to improve services the district has identified the following areas of need and is continuing to make progress towards these goals in 2017-2018 as identified in this LCAP:

- 1) A facility with more buildings/structures to allow for improved services
- 2) Elimination of combination classroom to allow for the reduction of class sizes and improved instruction
- 3) An increase in teachers hired by the school to provide instruction
- 4) An increase in funding dedicated to improved instructional materials/resources
- 5) After reviewing the California State Dashboard, no student groups were identified in any performance area as being 2 or more performance levels below the "all students" performance.

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.

The district has identified the following needs for its schools:

- 1) additional teacher
- 3) smaller class sizes
- 3) professional development
- 4) implementation of i-Ready in ELA and Math for K-8 for diagnostic results, student profile grouping and instructional support

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$1,387,989
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$97,980.00

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

Shiloh School is planning to hire a new teacher for the 5th grade in order to split the 5th/6th combination classroom which has historically existed. That combination class had 30-32 students during the 2016-2017 school year which is more than the current district goal of implementing classrooms district-wide which average no more than 20 students. This process began in 2014-2015 with the split of the 3rd/4th grades combination classroom, the lease of a modular classroom and the hiring of a new teacher. The district anticipates continuing the process with the split of the 5th/6th combination classroom, the purchase of a modular classroom and the hiring of a new teacher. This would continue the process of eliminating combination classrooms and reducing class sizes by adding two classrooms and two teachers over a three year span. The district also plans to do the same for the school in 2019—2020 when splitting the 7th/8th grade class. General funds not documented in the LCAP are used for 64% certificated and classified staff, 7% instructional materials and supplies and 19% consulting and services while 10% is maintained for reserves for unexpected facility, special education or technological needs.

\$1,109,090

Total Projected LCFF Revenues for LCAP Year

Annual Update LCAP Year Reviewed: 2016-17

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

Goal 1

- A: The district will establish appropriate conditions of learning as identified under Williams Act legislation.
- A-1: Teacher assignments and credentialing will be monitored to verify appropriate assignment to pupil groups and subject areas.
- A-2: The district will provide all students with access to state adopted, standards-aligned instructional materials.
- A-3: School facilities will be maintained and in good repair.
- A-4: Academic content standards adopted by the California State Board of Education will be implemented in the District's established courses of study.
- A-5: Students will be enrolled in the courses of study established by the district to all required subject areas.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 1) Fully Credentialed Teachers in all classrooms (currently 100%)
- 2) Math Curriculum Adoption aligned with Common Core standards
- 3) School facility rated in good or exemplary condition
- 4) More effective implementation of academic standards
- 5) 100% of students enrolled in district required subject area courses

ACTUAL

- 1) Shiloh School did not meet this goal. Out of 7 teachers, 1 held a multiple subject intern credential for the first part of the school year (August 2016-December 2017). The teacher did complete her coursework and was awarded a multiple subject credential for the duration of the 2016-2017 school year.
- 2) All grades had adopted materials in Mathematics aligned to the Common Core state standards during the 2016-2017 school year.
- 3) A Facility Inspection was completed in October of 2016, identifying all categories of the inspection to be in good/exemplary condition.
- 4) With the purchase of new ELA curriculum aligned to the state standards for K-6 and a pilot program used in 7-8, teachers used materials in both ELA and Mathematics approved by the State Board of Education to meet the requirements for the new state standards. In addition, the district purchased i-Ready from Curriculum Associates, a web-based tool designed to provide diagnostic results for each individual student's progress towards meeting specific grade level standards in both



ELA and Mathematics. In addition, i-Ready uses the diagnostic results to provide an adaptive instructional program for each individual student to assist them in mastering identified standards of need in both ELA and Math while continuing to monitor progress towards those goals and providing feedback to teachers regarding their progress.

5) All students were enrolled in required subject area course during the 2016-2017 school year.

ACTIONS / SERVICES

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

Action	1	
Actions/Services	<p>PLANNED The district will review and report each Quarterly Review of Williams Act complaints filed with the district submitted to the Stanislaus County Office of Education.</p>	<p>ACTUAL The district reported to both the Shiloh School Board of Trustees and the Stanislaus County Office of Education on a quarterly basis in 2016-2017. No complaints were filed.</p>
Expenditures	<p>BUDGETED No expenditures anticipated. none</p>	<p>ESTIMATED ACTUAL No expenditure incurred. none</p>
Action	2	
Actions/Services	<p>PLANNED The district will provide maintenance & upkeep, monitor facility and certify the annual completion of School Facility Inspection Tool. (FIT)</p>	<p>ACTUAL Maintenance & upkeep were completed throughout the year, including but not limited to grounds keeping, facility repair and general maintenance. The Facility Inspection Tool was completed in October 2016 indicating that all identified areas were in good/exemplary condition.</p>
Expenditures	<p>BUDGETED General facility maintenance and upkeep 5000-5999: Services And Other Operating Expenditures Base \$7,500 Tree maintenance (pest injections) 5800: Professional/Consulting Services And Operating Expenditures Base \$1,313 Blacktop Maintenance 5800: Professional/Consulting Services And Operating Expenditures Base \$2,625</p>	<p>ESTIMATED ACTUAL General facility maintenance and upkeep was completed throughout the year 5000-5999: Services And Other Operating Expenditures Base \$7,125 Tree Maintenance (pest injections) was completed in April 2017 5800: Professional/Consulting Services And Operating Expenditures Base \$1,050 Blacktop Maintenance was not done. Shiloh School currently has an approved facility construction project on the Office of Public School Construction Applications Received Beyond Bond Authority List which is awaiting funding under Prop 51. Much of the school blacktop will be</p>

replaced/repared/covered so this expense was not seen as a prudent use of school funding at this time none

Action **3**

Actions/Services

PLANNED
The district will monitor and certify the completion of CBED's reporting including appropriate teacher assignment.

ACTUAL
CBED's reporting was completed, including teacher misassignments.

Expenditures

BUDGETED
Review teacher assignments \$0

ESTIMATED ACTUAL
Teacher assignments were reviewed and reported to CDE. \$0

Action **4**

Actions/Services

PLANNED
The district will report on services and review all suggestions for improvement by the School Safety Committee.

ACTUAL
During the year, in addition to projected services and expenditures, the Safety Committee approved the addition of speed bumps to the the parking lot to deter speeding.

Expenditures

BUDGETED
Alarm Monitoring 5000-5999: Services And Other Operating Expenditures Base \$1,024
Pest Control Service 5000-5999: Services And Other Operating Expenditures Base \$630
Fire Inspection and Services 5800: Professional/Consulting Services And Operating Expenditures Base \$375

Blackboard Connect Telecommunication Systems 5800: Professional/Consulting Services And Operating Expenditures Base \$360

ESTIMATED ACTUAL
Alarm Monitoring contracted through First Security and Sound. 5000-5999: Services And Other Operating Expenditures Base \$1,064
Pest Control Service contracted through AAI. 5000-5999: Services And Other Operating Expenditures Base \$630
Fire Inspection and services (i.e. extinguisher replacement/repair) completed through Stanislaus County. 5000-5999: Services And Other Operating Expenditures Base \$375

This Service was not extended due to user unfriendliness. The district previously used AlertNow which was purchased y Blackboard Connect which had an interface that was difficult to use. In March 2017, the district contracted with Alert Solutions to fulfill this goal. The district contracted with Alert Solutions which will begin in 2017-2018. \$338

Speed bumps for parking lot were purchased due to excessive traffic speeds. 5000-5999: Services And Other Operating Expenditures Base \$1,575

Action **5**

Actions/Services

PLANNED
The district will review and update curriculum adoptions.

ACTUAL
State approved curriculum is being used in ELA and Mathematics in all grades. Some long-term decisions for adoptions have not been finalized. (see below)

Expenditures

BUDGETED
Math Curriculum Adoption - see Section 2

ESTIMATED ACTUAL
Shiloh School still purchased the state approved Houghton-Mifflin program Go Math! in grades K-8 as well as using other materials from McGraw Hill and The Math Learning Center. 0000: Unrestricted Base \$1,701

ELA curriculum Adoption (McGraw-Hill Reading Wonder K-6) - see Section 2

State approved English Language Arts curriculum has been adopted for grades K-6. Shiloh School approved the adoption of McGraw-Hill Reading Wonders, a type 2 ELA program which meets ELA and EL standards. 7th and 8th grades did a pilot of EMC Mirrors & Windows and will plan to adopt this program in the fall. 0000: Unrestricted Base \$25,538

Action **6**

Actions/Services

PLANNED
The district will review annual inventory surveys (completed by classroom teachers) to determine appropriate quantities of textbooks exist for all students.

ACTUAL
All teachers submitted a survey and reported on their current textbook supplies in August 2016.

Expenditures

BUDGETED
identified none

ESTIMATED ACTUAL
More textbooks were needed in the 5th/6th Grades classroom. Due to increased enrollment, more textbooks were purchase for both Mathematics and Science. 4000-4999: Books And Supplies \$113

Action **7**

Actions/Services

PLANNED
School administration will conduct classroom walk-through's to determine implementation of curriculum and document and address any areas of deficiency.

ACTUAL
The administrator conducted monthly walk-through's and determined that implementation of curriculum was evident across grade levels and subject areas. Observations were made that supplemental materials were used often in Science and Social Studies due to a lack of aligned curricula.

Expenditures

BUDGETED
No cost anticipated none

ESTIMATED ACTUAL
No costs incurred none

Action **8**

Actions/Services

PLANNED
The district will monitor teacher professional development to ensure that teachers are trained to use state adoptions and develop instructional practices.

ACTUAL
Teachers in grades K-6 received training for McGraw-Hill Reading Wonders

Expenditures

BUDGETED
professional development 5800: Professional/Consulting Services And Operating Expenditures Title II \$1500

Educator Effectiveness - Curriculum Training 5000-5999: Services And Other Operating Expenditures Other \$3,750

ESTIMATED ACTUAL
professional development was offered as part of the adoption process. The district was not billed an additional fee. 4000-4999: Books And Supplies Base none

All teachers participated in i-Ready Implementation and Use 5000-5999: Services And Other Operating Expenditures Other \$1,875

Action **9**

<p>Actions/Services</p>	<p>PLANNED The district will review student course enrollment and completion quarterly.</p>	<p>ACTUAL The administrator reviewed student course enrollment on a quarterly basis. All students were determined to be enrolled in the correct state recommended courses of study.</p>
<p>Expenditures</p>	<p>BUDGETED No costs anticipated none</p>	<p>ESTIMATED ACTUAL No costs incurred. none</p>

Action **10**

<p>Actions/Services</p>	<p>PLANNED For English Learners/low-income pupils: The district will provide an English Language Development curriculum and other instructional resources. Professional development will be provided to all instructional staff to support and implement programs and services to enable English Learners to access state adopted common core academic standards and the English language development standards.</p>	<p>ACTUAL ELD materials were purchased for K-6 (Reading Wonders Type II Adoption) as well as for 7-8 (Scholastic 3D English</p>
<p>Expenditures</p>	<p>BUDGETED purchase state adopted EL curriculum 4000-4999: Books And Supplies Supplemental \$1,763 professional development 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$375</p>	<p>ESTIMATED ACTUAL Materials were purchased. 4000-4999: Books And Supplies Supplemental \$1827 Professional development was completed with the Reading Wonders for K-6 as part of the adoption process and training has already been completed for 7-8 in previous years. The cost was included in the adoption. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration see above Teachers were also trained in i-Ready, purchased to serve EL and low socio-economic populations. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,875</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.

Implementation of the described action/services went well. Although all of our teachers were not fully credentialed for the 2016-17 school year, the new teacher whom was hired had almost completed her credential and completed going into 2017. All classes used state approved Math adoptions and grades K-6 used a state approved ELA which the district adopted. The 7th and 8th grades, while not having adopted a state approved ELA program, did pilot EMC's Mirrors and Windows which is being recommended for adoption to begin the 2017-2018 school year. In addition to having current state approved curriculum to meet current standards in Mathematics and ELA, the school facility/campus was found to be in excellent condition during the fall School Facility Inspection which was validated by Highlands Energy upon completion of their Prop 39 Energy Audit in February 2017. School administration reviewed student regularly enrollment throughout the year, verifying that all students were enrolled in the proper courses of study. Despite not having a fully credentialed teacher who served as an intern for one semester before earning her credential and while not having adopted ELA in 7-8 (but having used a approved pilot program), the district made all possible efforts to meet requirements as determined by Williams Act and was found to be in compliance throughout the year in addition to receiving no complaints.

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

A review of all criteria to determine whether the actions and services of the district met goals as described have proven to be sufficient and successful in achieving the outlined goals.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

At this time, no significant material differences have been identified.

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.

Almost all criteria was fully met and when not completely met a sufficient alternative within state parameters of compliance as described by California Education Code were followed to maintain full compliance throughout the year. At this time the district is not looking to make any changes to the goals, actions and services outlined above.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 2

B: The District will establish an educational system to support student achievement in academic, physical, and social development.

B-1: The District will provide students with the academic instruction and support to achieve and/or progress towards proficiency in all state assessed subject areas.

B-2: District and schools will monitor assessment data to identify areas of academic strengths and weaknesses to establish yearly academic goals to promote academic achievement and increase proficiency for all student groups.

B-3 The District will plan for school growth by adding classrooms and eliminating combination classrooms to promote educational improvement and students academic achievement in grades 3-8.

B-3: The District will ensure that all student will participate in a required sports program in grades 5-8 which includes football, volleyball, soccer, basketball, and Track & Field program in addition to a weekly physical fitness day dedicated to California Physical Fitness Testing skills to foster physical fitness, social skills and self-esteem.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1a) 100% of current curriculum will be current state adoptions on a yearly basis.

1b) 100% of reported deficiencies in state adopted curriculum will be supplied for each subject area within 10 days of report on a yearly basis.

1c) All students will have access to state adopted materials and will be instructed using these materials.

1d) An increased percentage of teachers will participate in professional development on new content standards and/or adopted texts.

ACTUAL

1a) Achieved

1b) Achieved

1c) Achieved

1d) All teachers (seven out of seven), completed professional development for adopted texts and/or content standards which is a 14% increase from 2015-2016 (6 of 7 teachers)

2a) The district declined in ELA proficiency from 39% to 34% and increased Math proficiency from 22% to 27%. (See attached tables at end of LCAP for more specific information)

2a) Increase in SBAC percentages of students who meet or exceed standards in Math and ELA

2b) Increase in student CELDT scores and maintain redesignation rates

2c) Decrease in annual retention rates

3) Increased percentage of students passing state physical fitness domain areas

* Shiloh Elementary School District is not a high school district therefore all high school metrics are not applicable.

2b) Student results on the CELDT remained relatively identical. In 2015, 29% of students scored Advanced or Early Advanced with 7% being redesignated. In 2016, 27% of students scored Advanced or Early Advanced with 6% being redesignated. The proficiency results have remained fairly steady over the last several years based on CELDT scores, while the redesignation rate has decline somewhat based on the change from using STAR test results to the CAASPP results and being cautious with our use of this new data. Also, based on the fact that we typically test between 60-70 students, 1 or 2 student test results can change the data significantly from year to year. We will continue to implement the described services to EL students to improve results and support their achievement in reaching proficiency in ELA.

2c) For the 2015-2016 school year, we had a 0.63% retention rate. For 2016-2017, the district expects a 0% retention rate.

3) The 5th and 7th graders actually decreased slightly in 4 of 5 domain areas and a little more significantly in one area (see table at end of LCAP). This was more than likely based on 3 factors. 1 - the previous classes increased in all domain areas and did not test in 2016, but were the classes that raised all of the scores the previous year. 2- A regression to the mean is probably in effect because of the changes in classes testing every year, and 3 - these classes have fewer than 20 students so data is going to fluctuate significantly from year to year. The school will always have difficulty maintaining increased success from year to year, but that will remain the goal. We do anticipate purchasing some fitness equipment from AssessPro to support our program.

* Shiloh Elementary School District is not a high school district therefore all high school metrics are not applicable.

ACTIONS / SERVICES

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

Action	1	
Actions/Services	PLANNED The district will review and update curriculum adoptions.	ACTUAL Curriculum supplies were reviewed and materials purchased.
Expenditures	BUDGETED Purchase state adopted curriculum materials (1 yr) - Go Math! for K-8 4000-4999: Books And Supplies Base \$1,500	ESTIMATED ACTUAL materials purchased 4000-4999: Books And Supplies Base \$1,851

Adopt McGraw-Hill Reading Wonders Type 2 Curriculum for K-6 ELA 4000-4999: Books And Supplies Supplemental and Concentration \$31,500

Reading Wonders was purchased 4000-4999: Books And Supplies Supplemental and Concentration \$31,431

Action **2**

Actions/Services

PLANNED
The district will review annual inventory surveys (completed by classroom teachers) to determine appropriate quantities of textbooks exist for all students.

ACTUAL
Additional Science textbooks were purchased because of larger class size in 5th grade.

Expenditures

BUDGETED
none none

ESTIMATED ACTUAL
textbooks purchased 4000-4999: Books And Supplies Base \$141

Action **3**

Actions/Services

PLANNED
Purchase supplementary materials to support instruction for Common Core Standards and prepare students for SBAC/CELDT testing

ACTUAL
Materials purchased.

Expenditures

BUDGETED
Purchase Current Events Periodicals and Non-fiction Literature to Support State Standards Instruction and ELD 4000-4999: Books And Supplies Concentration \$1,500
Purchase Type to Learn (hosted on server) 5000-5999: Services And Other Operating Expenditures Supplemental \$510
Purchase Accelerated Reader (web-based) 5000-5999: Services And Other Operating Expenditures Concentration \$2,220
Purchase Incentives for Various Student Academic Accomplishments Including a School-Wide Accelerated Reader Incentive Program 5000-5999: Services And Other Operating Expenditures Lottery \$1200

ESTIMATED ACTUAL
Periodicals and book purchased 4000-4999: Books And Supplies Concentration \$1,629
Purchased - owned 5000-5999: Services And Other Operating Expenditures Supplemental \$0
Purchased 5000-5999: Services And Other Operating Expenditures Concentration \$1,602
Purchased 4000-4999: Books And Supplies Lottery \$1,104

Action **4**

Actions/Services

PLANNED
School administration will conduct classroom walk-through's to determine implementation of curriculum and document and address any areas of deficiency.

ACTUAL
Walk-through's were conducted. Curriculum implementation was determined to be in effect.

Expenditures

BUDGETED
identified none

ESTIMATED ACTUAL
No costs incurred. none

Action **5**

Actions/Services

PLANNED

ACTUAL

Expenditures	<p>The district will monitor teacher professional development to ensure that teachers are trained to use state adoptions.</p>	<p>All teachers received training in ELA adoption, pilots, future potential adoptions.</p>
	<p>BUDGETED Professional Development - see goal A, 1.8 5000-5999: Services And Other Operating Expenditures -</p>	<p>ESTIMATED ACTUAL Professional Development - see goal A, 1.8 5000-5999: Services And Other Operating Expenditures -</p>
Action 6		
Actions/Services	<p>PLANNED The district will analyze and monitor state assessment data (SBAC/CELDT)</p>	<p>ACTUAL The district administrator reviewed all data and shared results with teachers, parents in the fall of 2016.</p>
Expenditures	<p>BUDGETED testing fees 4000-4999: Books And Supplies Base \$300</p>	<p>ESTIMATED ACTUAL CELDT overage fees were paid. 4000-4999: Books And Supplies Base \$7.00</p>
Action 7		
Actions/Services	<p>PLANNED The district will continue "Choose Civility" character and "Recognition of Character (ROC)" education programs and provide incentives for positive behavior.</p>	<p>ACTUAL The "Civility" education took place. Materials for the "ROC" program were not received but will be pursued again in 2017-2018.</p>
Expenditures	<p>BUDGETED quarterly assemblies 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,000 end of year field trips: Activity Fund 5800: Professional/Consulting Services And Operating Expenditures Other \$3,300</p>	<p>ESTIMATED ACTUAL completed 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1,793 completed 5800: Professional/Consulting Services And Operating Expenditures Other \$2,732</p>
Action 8		
Actions/Services	<p>PLANNED Provide inter-mural sports program</p>	<p>ACTUAL Students in grades 5-8 competed in football, volleyball, soccer, basketball and track with local small schools (Paradise, Gratton, Valley Home, Knights Ferry and Roberts Ferry).</p>
Expenditures	<p>BUDGETED equipment 4000-4999: Books And Supplies Supplemental \$375 bussing to local schools 5800: Professional/Consulting Services And Operating Expenditures Base \$1,500</p>	<p>ESTIMATED ACTUAL equipment purchased 4000-4999: Books And Supplies Supplemental \$639 completed 5800: Professional/Consulting Services And Operating Expenditures Base \$608</p>
Action 9		
Actions/Services	<p>PLANNED</p>	<p>ACTUAL</p>

<p>Provide weekly Physical Fitness Program to meet State physical fitness goals</p>
<p>BUDGETED equipment 5000-5999: Services And Other Operating Expenditures Supplemental \$60</p>

<p>Students completed a variety of stretching, endurance, strength and aerobic activities throughout the year.</p>
<p>ESTIMATED ACTUAL equipment purchased 5000-5999: Services And Other Operating Expenditures Supplemental \$51</p>

Expenditures

Action **10**

<p>PLANNED For English Learners/low income pupils: Contract for EL supplemental materials (web-based software)</p>
<p>BUDGETED purchase Imagine Learning 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1,050</p>

<p>ACTUAL Shiloh purchased i-Ready and implemented the diagnostic and instructional program rather than Imagine Learning which supports students from K-8.</p>
<p>ESTIMATED ACTUAL purchased i-Ready to replace Imagine Learning because of the comprehensive diagnostic assessment tool. 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,175</p>

Expenditures

Action **11**

<p>PLANNED For English Learners/low-income pupils: Provide Bilingual/Title I Coordinator to support EL/Low Income students</p>
<p>BUDGETED provide Bilingual/Title I Coordinator 2000-2999: Classified Personnel Salaries Supplemental \$22,500</p>

<p>ACTUAL Bi-lingual/Title I Coordinator returned for the 2016-2017 school year.</p>
<p>ESTIMATED ACTUAL implemented 2000-2999: Classified Personnel Salaries Supplemental \$27,783</p>

Expenditures

Action **12**

Actions/Services	<p>PLANNED English Learners/low-income students: Provide instructional aide support and training to support staff</p>	<p>ACTUAL Instructional aides (4) were provided during the day and during after school (3). Expenses reflect aides during the general education day.</p>
Expenditures	<p>BUDGETED provide 2 instructional aides 2000-2999: Classified Personnel Salaries Supplemental \$22,500 program training \$0 - training administered by Bilingual Coordinator</p>	<p>ESTIMATED ACTUAL provided 2000-2999: Classified Personnel Salaries Supplemental \$68,068 Training was provided by the district and CRSIG at no cost. \$0</p>

Action **13**

Actions/Services	<p>PLANNED For English Learners: Provide CELDT training to Bilingual Coordinator</p>	<p>ACTUAL CELDT training was completed in May 2017.</p>
Expenditures	<p>BUDGETED CELDT training 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$150</p>	<p>ESTIMATED ACTUAL The bilingual coordinator attended CELDT training in May of 2017 and also May of 2017. 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$132</p>

Action **14**

Actions/Services	<p>PLANNED For Redesignated Fluent English Proficient pupils: Teachers and Administration will meet quarterly to discuss state assessments results, local benchmark results, and school achievement to monitor progress</p>	<p>ACTUAL Monthly meetings take place, quarterly meetings were used to discuss state assessments results, local benchmark results, and school achievement. The use of i-Ready assessment results were also used. The certificated staff has agreed to an extra service day for improved depth to analysis of assessment data in the fall of 2017.</p>
Expenditures	<p>BUDGETED quarterly meetings 5000-5999: Services And Other Operating Expenditures none</p>	<p>ESTIMATED ACTUAL Meetings were held. Discussions took place, information was shared and action plans were identified. 5000-5999: Services And Other Operating Expenditures none</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.

Overall, the majority of the expected measurable outcomes were either met or nearly met. 100% of teachers attended various Curriculum, Standards-based and/or Teaching Strategy related professional development opportunities throughout the school year. SBAC outcomes were not achieved across all grade levels; Shiloh's sample size of students who do take the test from year to year can affect the reliability and consistency of this data so analysis is done with staff yearly on a student-by-student basis (info is confidential and not included). 68 students were administered the CELDT of which 27% scored Advanced or Early Advanced with 4 students redesignated (this was a lower number than past year because of the adjustment using CAASPP scores rather than STAR scores and being more conservative until the district becomes more familiar with the data results). No students were retained during the 2016-2017 school year. Physical Fitness results for students in the Healthy Fitness Zone increased in all areas for 5th grade but decreased in 7th grade. Again the number of students must be considered when looking at percentage increase and decrease as classes who are testing have fewer than 20 students and can drastically affect the results on a year-to-year basis. The district has implemented the T-Shirt rewards program for mile running down through the 3rd and 4th this grades to promote student physical wellness starting at an earlier age. (See data tables at end of document).

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

School administration and staff feel as though the actions being taken are effective in promoting students success in the identified areas. Looking at specific students as a more accurate measure, an increase in student improvement is evident. The district believes that continuity and consistency implementing the current courses of action will continue to be beneficial and is focused on reducing class sizes and improving instruction by adding classrooms, hiring additional teachers, eliminating combination classrooms and adding a TK classroom in the foreseeable future. These will continue to be the district goals moving forward to promote student success.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences were identified for the additional cost of purchasing i-Ready rather than Imagine Learning and with the decision to hire additional instructional aides to support student learning for EL and low-income students.

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 most significant action taken which was not identified in the previous year's LCAP was the purchase of the i-Ready Diagnostic and Instruction web-based system. Teachers and staff were provided with professional development to implement the system which has been used to provide more specific data regarding individual students mastery of the standards and assist in identifying immediate student needs and improve differentiated instruction throughout all grade levels.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 3

- C: The district will incorporate various methods to increase engagement throughout the district in a variety of manners.
- C-1: The district will establish opportunities for parent feedback in setting ongoing goals and priorities for the district.
- C-2: Both schools in the district will establish guidelines and opportunities to involve parents in order to seek input to support and guide school decision making for all students including economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs.
- C-3: The district will implement a system of rewards to increase district attendance and reduce truancy and chronic absenteeism and teachers will implement research based instructional strategies focused on increasing student engagement and academic performance.
- C-4: The district will implement activities on a weekly basis to promote student health and well-being while monitoring data and survey information to analyze school climate.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 1) Increased percentage of parent participation at events and meetings for all students.
- 2) Increased percentage of parent participation at events and meetings for EL and socio-economically disadvantaged students.
- 3a) Increased percentage in attendance rates
- 3b) Decreased percentage in truancy rates
- 3c) Decreased percentage of students with chronic absenteeism
- 4a) 0% dropout rate
- 4b) Decrease suspension/expulsion rates

ACTUAL

- 1) The school did have success in increasing parent percentages at event and meetings. (Title I meeting, from 6 parents in 2015 to 12 parents in 2016, Parent/Teacher Conferences in 2016 experienced 97% of parents in attendance, up 1% from 2016).
- 2) The district saw a significant increase in Title I parent participation at the annual meeting, increasing from 2015 to 2016 by 100%.
- 3a) The district saw similar attendance rates to the previous year. With an already high attendance rate annually between 96%-97%, this trend is likely to reoccur as the attendance rate is currently 96.53% as of May 10, 2017 which is slightly below last year.
- 3b) Truancy rates (defined as 3 or more unexcused absences and/or 30 minute absence without a valid excuse) --- This rate stands at 28.9% for the 2016-2017 school year as of May 10, 2017 which is 3.6% higher than last year, but below the 30+% that the district was experiencing before the last two school years.

* Shiloh Elementary School District is not a high school district therefore all high school metrics are not applicable.

3c) Chronic Absenteeism (defined as missing 10% or more of the school year) --- This rate currently stands at 3.1% as of May 10, 2017 which is down from the 2015-2016 rate of 5.7%. Prior data was not collected for this attendance category.

4a) A 0% dropout rate was maintained.

4b) The district Suspension rate (calculated by the CDE formula of dividing the total number of incidents by the total enrollment X 100) increased slightly to 1.26 as of May 10, 2017 from the 2015-2016 rate of 0 which had been a decrease from the 2014-2015 rate of 0.67.

* Shiloh Elementary School District is not a high school district therefore all high school metrics are not applicable.

ACTIONS / SERVICES

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

Action	1	
Actions/Services	PLANNED Back to School Night (all students) Participation	ACTUAL Our method of tracking parent/family attendance was deemed unreliable hence the data is inaccurate. We will attempt another method in 2017-2018.
Expenditures	BUDGETED Refreshments none	ESTIMATED ACTUAL Provided by Parents Club none
Action	2	
Actions/Services	PLANNED Annual Title I Meeting Participation (focused on supporting economically disadvantaged pupils and students who do not meet grade level standards)	ACTUAL 2015 Meeting Participation: 6 parents, 7 teachers, translator - 12.5% of Title I students represented 2016 Meeting Participation: 12 parents, 7 teachers, 2 translator - 21.8% of Title I students represented
Expenditures	BUDGETED identified none	ESTIMATED ACTUAL mailing costs 5000-5999: Services And Other Operating Expenditures Base \$20.21

Action **3**

Actions/Services	PLANNED District English Language Advisory Committee Participation (focused on supporting English Language Learners)	ACTUAL 100% participation from Committee members
Expenditures	BUDGETED identified none	ESTIMATED ACTUAL identified none

Action **4**

Actions/Services	PLANNED School Site Council Meeting Participation (all students)	ACTUAL 80% of Meetings held had a quorum to approve action items
Expenditures	BUDGETED identified none	ESTIMATED ACTUAL identified none

Action **5**

Actions/Services	PLANNED Parent/Teacher Conferences - Parent Participation (all students/EL student status based on CELDT data).	ACTUAL The Shiloh School Parent/Teacher participation rate for students' parents was 97%.
Expenditures	BUDGETED identified none	ESTIMATED ACTUAL identified none

Action **6**

Actions/Services	PLANNED Review and monitor Truancy and Attendance data	ACTUAL completed - see documented metrics above
Expenditures	BUDGETED no expenditures anticipated none contract with Stanislaus County SARB, schedule hearings 5000-5999: Services And Other Operating Expenditures Base \$1050	ESTIMATED ACTUAL no expenditures incurred none The district contracted with with Stanislaus County SARB, three hearings were held and one court date. 5000-5999: Services And Other Operating Expenditures Base \$1,313

Action **7**

Actions/Services	PLANNED Conduct California Healthy Kids Survey	ACTUAL completed - all 7th graders participated
Expenditures	BUDGETED identified none	ESTIMATED ACTUAL identified - the Stanislaus County Office of Education covers the cost associated with materials and administration of the survey. none

Action **8**

Actions/Services	PLANNED For English Learners/low-income students - Title I Meeting	ACTUAL Meeting Held in October 2016
Expenditures	BUDGETED information distribution - mailing 0000: Unrestricted Base \$6 host meeting none	ESTIMATED ACTUAL information distributed 0000: Unrestricted Base \$20.21 meeting hosted none

Action **9**

Actions/Services	PLANNED For English Learners: District English Language Advisory Meeting	ACTUAL Meetings held in October 2016, May 2017.
Expenditures	BUDGETED host meeting and share data and services information none	ESTIMATED ACTUAL information disseminated none

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	The implementation of actions and services described went well. The district will revise method in gauging Back-to-School Night parent attendance.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Overall, the actions and services of the district helped to maintain or increase rates which were already high compared to state averages. The district will continue to monitor services and improve as determined.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	None identified.

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.

As most of the district's rates compare favorable to state averages and previous years, the district will continue the current actions/services and determine a method to track Back-to-School Night attendance within each classroom.

Stakeholder Engagement

LCAP Year

 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Spring Parent LCAP Survey Night - see below for how and when groups met in regards to future impact on LCAP revision.

School Site Council/District Advisory Committee Meeting - see below for how and when groups met in regards to future impact on LCAP revision.

District English Language Advisory Committee - see below for how and when groups met in regards to future impact on LCAP revision.

Shiloh Elementary School District Board Meeting - see below for how and when groups met in regards to future impact on LCAP revision.

Shiloh School Student Body - see below for how and when groups met in regards to future impact on LCAP revision.

Shiloh School Collective Bargaining Units - see below for how and when groups met in regards to future impact on LCAP revision.

IMPACT ON LCAP AND ANNUAL UPDATE

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

The LCAP Community Advisory Meeting and Survey Night was held at Open House 4/12/2017. Surveys were passed out and collected. A total of 38 surveys were submitted. The two most common comments regarding improving school quality through improving school facilities (specifically eliminating combination classrooms, and offering more project-based learning and enrichment activities and assist with traffic/parking lot issues).

To address the first, the school district has already purchased 4 acres of property adjacent to the current campus and submitted an expansion plan to OPSC which is on the approved unfunded list. This project would serve to create more parking and a larger drop-off/pick-up area for parents and students as well as increase play area among many other things. Unfortunately, this project is not anticipated to be completed until 2020, but the concerns have been an ongoing focus of the district. To address the second priority suggestion, teachers and administration are going to meet monthly after school to plan and design enrichment projects with increased rigor to implement with each class the following month.

The LCAP was reviewed at third and fourth Quarterly meetings during the school year. The Council also met one last time on 5/30/2017 to review and discuss final changes and goal updates. The Advisory Committee discussed services provided to all students and student subgroups. The Advisory Committee approved the district goal to spend additional funding on eliminating the 5/6 combination class and hiring a new teacher. The plan was reviewed and approved 5/30/2017.

The LCAP was reviewed at a regularly scheduled meeting (5/23/2017). Additional services offered by the school to English Language Learners were discussed and reviewed, including the new ELD component of the Type II ELA Adoption of McGraw-Hill Reading Wonders for K-6 starting in 2016-2017. The implementation of i-Ready and the need to bring back Imagine Learning for TK/K English Learners who were not quite ready for i-Ready was agreed upon as a need. The addition of a classroom and a new teacher to eliminate the 5/6 combination classroom was seen as the biggest priority at this time. This will now increase district teachers from 6 to 8 in a three year span. Members of the committee did not express the need for additional services. The plan was approved.

The LCAP was review and discussed at the June special meeting (6/6/2017) a public hearing was held regarding the LCAP. No comments were received. At a regularly scheduled board meeting (6/13/2017), the superintendent/principal reviewed additions to the LCAP. The LCAP was approved.

No input was provided during meetings at this time. Results from the California Healthy Kids Survey will be reviewed to determine future involvement.

Shiloh ESD does not have participating collective bargaining units. Teachers who are part of the District Advisory Committee provided input and review of the LCAP. Teachers have expressed the need to increase the rigor of assignments to meet Common Core Standards for Practice and will meet monthly to design project-based enrichment assignments to meet this goal.

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

A: The district will establish appropriate conditions of learning as identified under Williams Act legislation.

A-1: Teacher assignments and credentialing will be monitored to verify appropriate assignment to pupil groups and subject areas.

A-2: The district will provide all students with access to state adopted, standards-aligned instructional materials.

A-3: School facilities will be maintained and in good repair.

A-4: Academic content standards adopted by the California State Board of Education will be implemented in the District's established courses of study.

A-5: Students will be enrolled in the courses of study established by the district to all required subject areas.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Conditions of Learning:

1) Continue Basic Services by ensuring and verifying Williams Act Compliance at each school (Priority 1)

a) The district will complete annual CBED's reporting including appropriate teacher assignment and determine appropriate teacher qualifications/assignment.

b) District administration will complete documentation and updating of current curriculum adoption and annual inventory surveys to determine appropriate quantities of textbooks.

c) The district will complete the Annual School Facility Inspection Report.

* Review and Approval of Quarterly Review of Williamson Act Filed Complaints with the district submitted to the Stanislaus County Office of Education.

2) Instruction of California State Board adopted academic and performance State Standards for all pupils. (Priority 2)

a) The District will annually monitor documentation and updating of current curriculum adoptions.

b) The District will annually conduct inventory surveys to determine appropriate quantities of textbooks.

- c) District administration will conduct regular classroom walk-through's to determine implementation of curriculum.
- 3) Pupils will be required to be enrolled in courses of required subject areas. (Priority 7)
- a) Annual review of all course enrollment records for each student

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>1) 6 of 7 teachers were highly qualified to begin the 2016-2017 school year. One teacher worked as an intern for the first half of the year and was issued her credential in 2017. The district hired one new teacher for 2017-2018 to split the 5/6 combination classroom into single grades. To begin the 2017-2018 school year, all eight teachers (including the newly hired teacher for 5th grade) will be highly qualified.</p> <p>2) All grades used curriculum aligned with state standards during the 2016-2017 school year. A formal adoption will be made to begin the 2017-2018 school year.</p> <p>3) The school facility was again found to be in excellent condition in the fall of 2017.</p> <p>4) All teachers participated in professional development for the adopted English/Language Arts curriculum with McGraw-Hill and EMC Publishing to promote more effective use of the programs.</p>	<p>1) All seven teachers were highly qualified to start the 2015-2016 school year with one intern teacher being hired to replace the retiring teacher. She will earn her credential during the 2016-2017 school year.</p> <p>2) Teachers used a combination of state adopted Math curricula by The Math Learning Center, McGraw-Hill and Houghton Mifflin.</p> <p>3) The school was determined to be in good condition in the fall of 2015.</p> <p>4) State adopted curricula was used in Math and ELA; the district is using various resources to address Science standards.</p> <p>5) All students were enrolled in required courses based on data from our Student Information System, Powerschool in 2015.</p>	<p>1) Increased percentage of Highly Qualified staff</p> <p>2) Math Curriculum Adoption aligned with Common Core standards</p> <p>3) School facility rated in good or exemplary condition</p> <p>4) More effective implementation of academic standards</p> <p>5) 100% of students enrolled in district required subject area courses</p>	<p>1) Increased percentage of Highly Qualified staff</p> <p>2) Math Curriculum Adoption aligned with Common Core standards</p> <p>3) School facility rated in good or exemplary condition</p> <p>4) More effective implementation of academic standards</p> <p>5) 100% of students enrolled in district required subject area courses</p>	<p>1) Increased percentage of Highly Qualified staff</p> <p>2) Math Curriculum Adoption aligned with Common Core standards</p> <p>3) School facility rated in good or exemplary condition</p> <p>4) More effective implementation of academic standards</p> <p>5) 100% of students enrolled in district required subject area courses</p>

5) All students were enrolled in required courses based on data from our Student Information System, Powerschool in 2016.

PLANNED ACTIONS / SERVICES

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

Action 1

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

<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 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 checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

The district will review and report each Quarterly Review of Williams Act complaints filed with the district submitted to the Stanislaus County Office of Education.

2018-19

New Modified Unchanged

The district will review and report each Quarterly Review of Williams Act complaints filed with the district submitted to the Stanislaus County Office of Education.

2019-20

New Modified Unchanged

The district will review and report each Quarterly Review of Williams Act complaints filed with the district submitted to the Stanislaus County Office of Education.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	<input type="text" value="none"/>	Amount	<input type="text" value="none"/>	Amount	<input type="text" value="none"/>
Budget Reference	<input type="text" value="identified"/>	Budget Reference	<input type="text" value="identified"/>	Budget Reference	<input type="text" value="identified"/>

Action 2

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

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
Location(s)	<input checked="" 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:

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

The district will provide maintenance & upkeep, monitor facility and certify the annual completion of School Facility Inspection Tool. (FIT)

2018-19

New Modified Unchanged

The district will provide maintenance & upkeep, monitor facility and certify the annual completion of School Facility Inspection Tool. (FIT)

2019-20

New Modified Unchanged

The district will provide maintenance & upkeep, monitor facility and certify the annual completion of School Facility Inspection Tool. (FIT)

BUDGETED EXPENDITURES

2017-18

Amount	<input type="text" value="\$7,500"/>
Source	<input type="text" value="Base"/>

2018-19

Amount	<input type="text" value="\$7,500"/>
Source	<input type="text" value="Base"/>

2019-20

Amount	<input type="text" value="\$7,500"/>
Source	<input type="text" value="Base"/>

Budget Reference	5000-5999: Services And Other Operating Expenditures General facility maintenance and upkeep	Budget Reference	5000-5999: Services And Other Operating Expenditures General facility maintenance and upkeep	Budget Reference	5000-5999: Services And Other Operating Expenditures General facility maintenance and upkeep
Amount	\$400	Amount	\$1,325	Amount	\$400
Source	Base	Source	Base	Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Tree maintenance (pest injections)	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Tree maintenance (trimmimg, pest injections)	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Tree maintenance (pest injections)
Amount	\$1,600	Amount	\$1,600	Amount	\$1,600
Source	Base	Source	Base	Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Blacktop Maintenance	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Blacktop Maintenance	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Blacktop Maintenance

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:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

The district will monitor and certify the completion of CBED's reporting including appropriate teacher assignment.

The district will monitor and certify the completion of CBED's reporting including appropriate teacher assignment.

The district will monitor and certify the completion of CBED's reporting including appropriate teacher assignment.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$0

Amount \$0

Amount \$0

Budget Reference Review teacher assignments

Budget Reference Review teacher assignments

Budget Reference Review teacher assignments

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

The district will report on services and review all suggestions for improvement by the School Safety Committee.

The district will report on services and review all suggestions for improvement by the School Safety Committee.

The district will report on services and review all suggestions for improvement by the School Safety Committee.

BUDGETED EXPENDITURES

2017-18

Amount	\$1,024
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Alarm Monitoring
Amount	\$630
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Pest Control Service
Amount	\$375
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Fire Inspection and Services
Amount	\$100
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Alert Solutions

2018-19

Amount	\$1,024
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Alarm Monitoring
Amount	\$630
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Pest Control Service
Amount	\$375
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Fire Inspection and Services
Amount	\$100
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Alert Solutions

2019-20

Amount	\$1,024
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Alarm Monitoring
Amount	\$630
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Pest Control Service
Amount	\$375
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Fire Inspection and Services
Amount	\$100
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Alert Solutions

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:

ACTIONS/SERVICES

2017-18

- New Modified Unchanged

The district will review and update curriculum adoptions.

2018-19

- New Modified Unchanged

The district will review and update curriculum adoptions.

2019-20

- New Modified Unchanged

The district will review and update curriculum adoptions.

BUDGETED EXPENDITURES

2017-18

Amount \$12,000

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies
7/8 ELA/K-8 Math curriculum Adoptions

2018-19

Amount \$17,500

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies
Science Curriculum Adoption

2019-20

Amount \$11,250

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies
Social Studies Curriculum Adoption

Action **6**

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

Students to be Served

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

Location(s)

- All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

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

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

The district will review annual inventory surveys (completed by classroom teachers) to determine appropriate quantities of textbooks exist for all students.

2018-19

New Modified Unchanged

The district will review annual inventory surveys (completed by classroom teachers) to determine appropriate quantities of textbooks exist for all students.

2019-20

New Modified Unchanged

The district will review annual inventory surveys (completed by classroom teachers) to determine appropriate quantities of textbooks exist for all students.

BUDGETED EXPENDITURES

2017-18

Amount

Budget Reference

2018-19

Amount

Budget Reference

2019-20

Amount

Budget Reference

Action **7**

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:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

School administration will conduct classroom walk-through's to determine implementation of curriculum and document and address any areas of deficiency.

2018-19

New Modified Unchanged

School administration will conduct classroom walk-through's to determine implementation of curriculum and document and address any areas of deficiency.

2019-20

New Modified Unchanged

School administration will conduct classroom walk-through's to determine implementation of curriculum and document and address any areas of deficiency.

BUDGETED EXPENDITURES

2017-18

Amount none

Budget Reference identified

2018-19

Amount none

Budget Reference identified

2019-20

Amount none

Budget Reference identified

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:

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

New Modified Unchanged

The district will monitor teacher professional development to provide additional support towards teacher implementation of newly adopted curriculum.

2018-19

New Modified Unchanged

The district will monitor teacher professional development to provide additional support towards teacher implementation of newly adopted curriculum.

2019-20

New Modified Unchanged

The district will monitor teacher professional development to provide additional support towards teacher implementation of newly adopted curriculum.

BUDGETED EXPENDITURES

2017-18

Amount \$1500
 Source Title II
 Budget Reference 5800: Professional/Consulting Services And Operating Expenditures professional development

2018-19

Amount \$1,500
 Source Title II
 Budget Reference 5800: Professional/Consulting Services And Operating Expenditures professional development

2019-20

Amount \$1,500
 Source Title II
 Budget Reference 5800: Professional/Consulting Services And Operating Expenditures professional development

Action **9**

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:

ACTIONS/SERVICES

2017-18

New

Modified

Unchanged

2018-19

New

Modified

Unchanged

2019-20

New

Modified

Unchanged

The district will review student course enrollment and completion quarterly.

The district will review student course enrollment and completion quarterly.

The district will review student course enrollment and completion quarterly.

BUDGETED EXPENDITURES

2017-18

Amount

none

2018-19

Amount

none

2019-20

Amount

none

Budget Reference

identified

Budget Reference

identified

Budget Reference

identified

Action **10**

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

For English Learners/low-income pupils: The district will provide an English Language Development curriculum and other instructional resources. Professional development will be provided to all instructional staff to support and implement programs and services to enable English Learners to access state adopted common core academic standards and the English language development standards.

2018-19

New Modified Unchanged

For English Learners/low-income pupils: The district provide an English Language Development curriculum and other instructional resources. Professional development will be provided to all instructional staff to support and implement programs and services to enable English Learners to access state adopted common core academic standards and the English language development standards.

2019-20

New Modified Unchanged

For English Learners/low-income pupils: The district provide an English Language Development curriculum and other instructional resources. Professional development will be provided to all instructional staff to support and implement programs and services to enable English Learners to access state adopted common core academic standards and the English language development standards.

BUDGETED EXPENDITURES

2017-18

Amount	\$1,763
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies purchase state adopted EL curriculum
Amount	\$375
Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures professional development

2018-19

Amount	\$1,763
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies purchase state adopted EL curriculum
Amount	\$375
Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures professional development

2019-20

Amount	\$1,763
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies purchase state adopted EL curriculum
Amount	\$375
Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures professional development

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 2

B: The District will establish an educational system to support student achievement in academic, physical, and social development.

B-1: The District will provide students with the academic instruction and support to achieve and/or progress towards proficiency in all state assessed subject areas.

B-2: District and schools will monitor assessment data to identify areas of academic strengths and weaknesses to establish yearly academic goals to promote academic achievement and increase proficiency for all student groups.

B-3 The Distrist will plan for school growth by adding classrooms and eliminating combination classrooms to promote educational improvement and students academic achievement in grades 3-8.

B-3: The District will ensure that all student will participate in a required sports program in grades 5-8 which includes football, volleyball, soccer, basketball, and Track & Field program in addition to a weekly physical fitness day dedicated to California Physical Fitness Testing skills to foster physical fitness, social skills and self-esteem.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Student Achievement

1) Academic Achievement (Priority 4)

a) The district will regularly conduct/review:

- i) District benchmark and summative assessments
- ii) CST/SBAC data
- iii) CELDT data
- iv) RFEP data (CELDT results - students must have an overall score of Early Advanced or Advanced with no lower than intermediate in any area, must be in top half of the Standard Nearly Met Designation or higher on SBAC ELA test, and must be recommended by teacher.

b) Data will be used to identify strengths and weaknesses and establish instructional goals.

c) Additional classrooms will be located on campus to eliminate combination classrooms.

- d) Additional teachers will be hired to eliminate combination classrooms.
- 2) Other Student Outcomes (Priority 8)
 - a) Students in grades 5-8 will participate in identified sports education programs and participate in inter-mural sports will other local LEA's.
 - b) Students will also participate in a weekly physical fitness program designed to increase student physical fitness as measured by the California Physical Fitness Testing and California Healthy Kids Survey.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>1a) The 5th grade teacher needed 5 additional Science and Social Studies textbooks each due to the larger class size. Based on her report on the instructional materials survey, textbooks were purchased and all students had access to state adopted materials.</p> <p>1b) The 5th grade needed additional instructional materials for Math and Science due to its larger class size. Five Math</p>	<p>1a) All students in all grades had access to state adopted curriculum (100% met)</p> <p>1b) Teachers responded to the Teacher Questionnaire Regarding Instructional Materials. All teachers responded that they had sufficient materials for all students for the 2015-2016 except for Mrs. Lark who submitted her sufficiency questionnaire on September 2,</p>	<p>1a) 100% of current curriculum will be current state adoptions on a yearly basis.</p> <p>1b) 100% of reported deficiencies in state adopted curriculum will be supplied for each subject area within 10 days of report on a yearly basis.</p> <p>1c) All students will have access to state adopted materials and will be instructed using these materials.</p>	<p>1a) 100% of current curriculum will be current state adoptions on a yearly basis.</p> <p>1b) 100% of reported deficiencies in state adopted curriculum will be supplied for each subject area within 10 days of report on a yearly basis.</p> <p>1c) All students will have access to state adopted materials and will be instructed using these materials.</p>	<p>1a) 100% of current curriculum will be current state adoptions on a yearly basis.</p> <p>1b) 100% of reported deficiencies in state adopted curriculum will be supplied for each subject area within 10 days of report on a yearly basis.</p> <p>1c) All students will have access to state adopted materials and will be instructed using these materials.</p>

textbooks and four Science books were ordered. Materials were purchased and received during the first week of school.

1c) Accomplished

1d) 100% of teachers participated in at least one day of professional development during the 2016-2017 school year. All teachers received Professional Development for newly adopted ELA/ELD materials.

* See SBAC Comparison Results in Table at end of document. These will be used as a more specific criteria moving forward now that we have results to make decisions regarding professional development, instructional practices and funding of programs.

2a) In 2016, Shiloh School reclassified 6% of EL students (27% tested Advanced or Early Advanced) which has decreased slightly from 2015, when Shiloh School reclassified 7% of students tested (29% scoring Advanced or Early Advanced). This was also a decrease from 2014 when 16% of students who were administered the CELDT test were reclassified, but consistent with 2013 when 6% were reclassified. This fluctuation can easily be a factor of the small testing size of the school district but also due to the fact that the district was cautious when reclassifying students using SBAC rather than STAR criteria due to the unfamiliarity with the new scoring results.

2b) In 2014-2015 Shiloh School retained 0.71% of the student

2015 indicating that she only had 20 Science textbooks for 21 students. Two additional textbooks were ordered and received within 10 days.

1c) Teachers have access to state adopted materials. Since the adoptions are for the previous state standards, teachers have supplemented their instruction with various resources to meet standards. All teachers (K-8) did use the newly adopted Houghton Mifflin Go Math! curriculum during the 2015-2016 school year.

1d) Teachers participated in numerous professional development opportunities. Teachers attended professional development in ELA, Math and Science instructional strategies and standards. Two teachers participated in Grade-Alikes to work with other educators regarding implementation of the new state standards, and one teacher participated in BTSA. (57% of teachers participated in professional development opportunities compared with 83% in 2014-2015; however, the district and teaching staff are waiting in anticipation of upcoming adoptions in Math and ELA for future professional development opportunities.

* See SBAC results data table at end of LCAP.

2a) In 2015, Shiloh School reclassified 7% of students tested (29% scoring Advanced or Early Advanced). This was a slight decrease from 2014 when 16% of students who were administered the CELDT test were reclassified, but up from

1d) An increased percentage of teachers will participate in professional development on new content standards and/or adopted texts.

2a) Increase of 3% in annual student CELDT scores towards reaching Advanced or early advanced

2b) Decrease in annual retention rates

3) Increased percentage of students passing state physical fitness domain areas

* Shiloh Elementary School District is not a high school district therefore all high school metrics are not applicable.

1d) An increased percentage of teachers will participate in professional development on new content standards and/or adopted texts.

2a) Increase of 3% in annual student CELDT scores towards reaching Advanced or early advanced

2b) Decrease in annual retention rates

3) Increased percentage of students passing state physical fitness domain areas

* Shiloh Elementary School District is not a high school district therefore all high school metrics are not applicable.

1d) An increased percentage of teachers will participate in professional development on new content standards and/or adopted texts.

2a) We will reassess student results and progress once we analyze results from ELPAC and become familiar with the data.

2b) Decrease in annual retention rates

3) Increased percentage of students passing state physical fitness domain areas

* Shiloh Elementary School District is not a high school district therefore all high school metrics are not applicable.

body; in 2015-2016 Shiloh School retained 0.62% of the student body indicating a slight decrease in retention. Shiloh School again predicts a decrease in retention rate, estimating 0.00% retention for 2016-2017.

3) In 2016, 100% of 5th and 7th grade students participated in Physical fitness testing (100% in 2014 and 2015). The percentages of students in grades 5 and 7 who met the physical fitness standards are attached.

* see attached data table at end of LCAP.

After reviewing the results of the past year, the district has identified Body Composition and Upper Body Strength as target standards to improve for physical fitness testing in 2017. The district will be buying equipment (specifically AssessPro equipment for motivating and assessing individual student growth in specific areas).

* API is not currently applicable.

2013 when 6% were reclassified. This fluctuation can easily be a factor of the small testing size of the school district and/or due to the fact that the staff was judicious when reclassifying students using SBAC criteria due to the unfamiliarity with the new scoring criteria.

2b) In 2013-2014, Shiloh School retained 1.38% of the student body; in 2014-2015 Shiloh School retained 0.71% of the student body, indicating a slight decrease in retention. Shiloh School again predicts a decrease in retention rate, estimating 0.63% for 2015-2016.

3) In 2016, 100% of 5th and 7th grade students participated in Physical fitness testing (100% in 2014 and 2015). The percentages of students in grades 5 and 7 who met the physical fitness standards are attached.

* see attached Data Table at end of LCAP

After reviewing the results of the past year, the district has identified Body Composition and Upper Body Strength as target standards to improve for physical fitness testing in 2017. The district will be buying equipment (specifically purchasing AssessPro equipment for motivating and assessing individual student growth in specific areas).

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

Action **1**

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

<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 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 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

New Modified Unchanged

The district will review and update curriculum adoptions.

2018-19

New Modified Unchanged

The district will review and update curriculum adoptions.

2019-20

New Modified Unchanged

The district will review and update curriculum adoptions.

BUDGETED EXPENDITURES

2017-18

Amount	-
Source	Base
Budget Reference	4000-4999: Books And Supplies Purchase curriculum adoption: See goal A, 1.5

2018-19

Amount	-
Source	Base
Budget Reference	4000-4999: Books And Supplies Purchase curriculum adoption: See goal A, 1.5

2019-20

Amount	
Source	Base
Budget Reference	4000-4999: Books And Supplies Purchase curriculum adoption: See goal A, 1.5

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

The district will review annual inventory surveys (completed by classroom teachers) to determine appropriate quantities of textbooks exist for all students.

2018-19

New Modified Unchanged

The district will review annual inventory surveys (completed by classroom teachers) to determine appropriate quantities of textbooks exist for all students.

2019-20

New Modified Unchanged

The district will review annual inventory surveys (completed by classroom teachers) to determine appropriate quantities of textbooks exist for all students.

BUDGETED EXPENDITURES

2017-18

Amount

Budget Reference

2018-19

Amount

Budget Reference

2019-20

Amount

Budget Reference

Action **3**

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

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

[Location\(s\)](#) All Schools Specific Schools: _____ Specific Grade spans: _____

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

New Modified Unchanged

Purchase supplementary materials to support instruction for Common Core Standards and prepare students for SBAC/CELDT testing

2018-19

New Modified Unchanged

Purchase supplementary materials to support instruction for Common Core Standards and prepare students for SBAC/CELDT testing.

2019-20

New Modified Unchanged

Purchase supplementary materials to support instruction for Common Core Standards and prepare students for SBAC/CELDT testing

BUDGETED EXPENDITURES

2017-18

Amount	\$1,000
Source	Concentration
Budget Reference	4000-4999: Books And Supplies Purchase Current Events Periodicals and Non-fiction Literature to Support State Standards Instruction and ELD
Amount	\$360
Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures

2018-19

Amount	\$1,000
Source	Concentration
Budget Reference	4000-4999: Books And Supplies Purchase Current Events Periodicals and Non-fiction Literature to Support State Standards Instruction and ELD
Amount	\$360
Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures

2019-20

Amount	\$1,000
Source	Concentration
Budget Reference	4000-4999: Books And Supplies Purchase Current Events Periodicals and Non-fiction Literature to Support State Standards Instruction and ELD
Amount	\$360
Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures

	Purchase Type to Learn (hosted on server)		Purchase Type to Learn (hosted on server)		Purchase Type to Learn (hosted on server)
Amount	\$1,480	Amount	\$1,480	Amount	\$1,480
Source	Concentration	Source	Concentration	Source	Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Purchase Accelerated Reader (web-based)	Budget Reference	5000-5999: Services And Other Operating Expenditures Purchase Accelerated Reader (web-based)	Budget Reference	5000-5999: Services And Other Operating Expenditures Purchase Accelerated Reader (web-based)
Amount	\$800	Amount	\$800	Amount	\$800
Source	Lottery	Source	Lottery	Source	Lottery
Budget Reference	5000-5999: Services And Other Operating Expenditures Purchase Incentives for Various Student Academic Accomplishments Including a School-Wide Accelerated Reader Incentive Program	Budget Reference	5000-5999: Services And Other Operating Expenditures Purchase Incentives for Various Student Academic Accomplishments Including a School-Wide Accelerated Reader Incentive Program	Budget Reference	5000-5999: Services And Other Operating Expenditures Purchase Incentives for Various Student Academic Accomplishments Including a School-Wide Accelerated Reader Incentive Program
Amount	\$1,725	Amount	\$1,725	Amount	\$1,725
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Continue i-Ready Diagnostic and Adaptive Instruction System	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Continue i-Ready Diagnostic and Adaptive Instruction System	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Continue i-Ready Diagnostic and Adaptive Instruction System
Amount	\$900	Amount	\$900	Amount	\$900
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Bring back Imagine Learning for TK/K EL students	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Bring back Imagine Learning for TK/K EL students	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Bring back Imagine Learning for TK/K EL students

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

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

School administration will conduct classroom walk-through's to determine implementation of curriculum and document and address any areas of deficiency.

2018-19

New Modified Unchanged

School administration will conduct classroom walk-through's to determine implementation of curriculum and document and address any areas of deficiency.

2019-20

New Modified Unchanged

School administration will conduct classroom walk-through's to determine implementation of curriculum and document and address any areas of deficiency.

BUDGETED EXPENDITURES

2017-18

Amount

Budget Reference

2018-19

Amount

Budget Reference

2019-20

Amount

Budget Reference

Action **5**

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

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

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

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

New Modified Unchanged

The district will monitor teacher professional development to ensure that teachers are trained to use state adoptions.

2018-19

New Modified Unchanged

The district will monitor teacher professional development to ensure that teachers are trained to use state adoptions.

2019-20

New Modified Unchanged

The district will monitor teacher professional development to ensure that teachers are trained to use state adoptions.

BUDGETED EXPENDITURES

2017-18

Amount -

Budget Reference 5000-5999: Services And Other Operating Expenditures Professional Development - see goal A, 1.8

2018-19

Amount -

Budget Reference 5000-5999: Services And Other Operating Expenditures Professional Development - see goal A, 1.8

2019-20

Amount -

Budget Reference 5000-5999: Services And Other Operating Expenditures Professional Development - see goal A, 1.8

Action **6**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

The district will analyze and monitor state assessment data (SBAC/CELDT)

2018-19

New Modified Unchanged

The district will analyze and monitor state assessment data (SBAC/CELDT)

2019-20

New Modified Unchanged

The district will analyze and monitor state assessment data (SBAC/CELDT)

BUDGETED EXPENDITURES

2017-18

Amount	\$300
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures testing fees

2018-19

Amount	\$300
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures testing fees

2019-20

Amount	\$300
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures testing fees

Action **7**

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: _____

ACTIONS/SERVICES

2017-18

New
 Modified
 Unchanged

The district will continue "Choose Civility" character and "Recognition of Character (ROC)" education programs and provide incentives for positive behavior.

2018-19

New
 Modified
 Unchanged

The district will continue "Choose Civility" character and "Recognition of Character (ROC)" education programs and provide incentives for positive behavior.

2019-20

New
 Modified
 Unchanged

The district will continue "Choose Civility" character and "Recognition of Character (ROC)" education programs and provide incentives for positive behavior.

BUDGETED EXPENDITURES

2017-18

Amount	\$2,400
Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures quarterly assemblies
Amount	\$4,200
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures end of year field trips: Activity Fund

2018-19

Amount	\$2,400
Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures quarterly assemblies
Amount	\$4,200
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures end of year field trips: Activity Fund

2019-20

Amount	\$2,400
Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures quarterly assemblies
Amount	\$4,200
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures end of year field trips: Activity Fund

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: _____

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

- New Modified Unchanged

2018-19

- New Modified Unchanged

2019-20

- New Modified Unchanged

Provide inter-mural sports program

Provide inter-mural sports program

BUDGETED EXPENDITURES

2017-18

Amount	\$780
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies equipment
Amount	\$1800
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures bussing to local schools

2018-19

Amount	\$780
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies equipment
Amount	\$1800
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures bussing to local schools

2019-20

Amount	\$780
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies equipment
Amount	\$1800
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures bussing to local schools

Action **9**

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:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide weekly Physical Fitness Program to meet State physical fitness goals

2018-19

New Modified Unchanged

Provide weekly Physical Fitness Program to meet State physical fitness goals

2019-20

New Modified Unchanged

Provide weekly Physical Fitness Program to meet State physical fitness goals

BUDGETED EXPENDITURES

2017-18

Amount \$2,250

2018-19

Amount \$300

2019-20

Amount \$300

Source Supplemental

Budget Reference 5000-5999: Services And Other Operating Expenditures equipment w/ addition of AssessPro equipment

Source Supplemental

Budget Reference 5000-5999: Services And Other Operating Expenditures equipment

Source Supplemental

Budget Reference 5000-5999: Services And Other Operating Expenditures equipment

Action **10**

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:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

For English Learners/low income pupils: Contract for EL supplemental materials (web-based software)

2018-19

New Modified Unchanged

For English Learners/low income pupils: Contract for EL supplemental materials (web-based software)

2019-20

New Modified Unchanged

For English Learners/low income pupils: Contract for EL supplemental materials (web-based software)

BUDGETED EXPENDITURES

2017-18

Amount \$5,175

2018-19

Amount \$5,175

2019-20

Amount \$5,175

Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures purchase i-Ready	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures purchase i-Ready	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures purchase i-Ready
Amount	\$900	Amount	\$900	Amount	\$900
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Contract with Imagine Learning	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Contract with Imagine Learning	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Contract with Imagine Learning

Action 11

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:

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

For English Learners/low-income pupils: Provide Bilingual/Title I Coordinator to support EL/Low Income students

For English Learners/low-income pupils: Provide Bilingual/Title I Coordinator to support EL/Low Income students

For English Learners/low-income pupils: Provide Bilingual/Title I Coordinator to support EL/Low Income students

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$22,500	Amount	\$23,000	Amount	\$23,500
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries provide Bilingual/Title I Coordinator	Budget Reference	2000-2999: Classified Personnel Salaries provide Bilingual/Title I Coordinator	Budget Reference	2000-2999: Classified Personnel Salaries provide Bilingual/Title I Coordinator

Action **12**

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:

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
English Learners/low-income students: Provide instructional aide support and training to support staff	English Learners/low-income students: Provide instructional aide support and training to support staff	English Learners/low-income students: Provide instructional aide support and training to support staff

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$22,500	Amount	\$23,000	Amount	\$23,500
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries provide 2 instructional aides	Budget Reference	2000-2999: Classified Personnel Salaries provide 2 instructional aides	Budget Reference	2000-2999: Classified Personnel Salaries provide 2 instructional aides
Amount	none - administered by Bilingual Aide	Amount	none - administered by Bilingual Aide	Amount	none - administered by Bilingual Aide
Budget Reference	program training	Budget Reference	program training	Budget Reference	program training

Action **13**

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:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
For English Learners/low-income students: Provide CELDT training to Bilingual Coordinator	For English Learners/low-income students: Provide CELDT training to Bilingual Coordinator	For English Learners/low-income students: Provide CELDT training to Bilingual Coordinator

BUDGETED EXPENDITURES

2017-18

Amount	\$125
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures CELDT training

2018-19

Amount	\$125
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures CELDT training

2019-20

Amount	\$125
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures CELDT training

Action **14**

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

For Redesignated Fluent English Proficient pupils: Teachers and Administration will meet quarterly to discuss state assessments results, local benchmark results, and school achievement to monitor progress

2018-19

New Modified Unchanged

For Redesignated Fluent English Proficient pupils: Teachers and Administration will meet quarterly to discuss state assessments results, local benchmark results, and school achievement to monitor progress

2019-20

New Modified Unchanged

For Redesignated Fluent English Proficient pupils: Teachers and Administration will meet quarterly to discuss state assessments results, local benchmark results, and school achievement to monitor progress

BUDGETED EXPENDITURES

2017-18

Amount	none
Budget Reference	5000-5999: Services And Other Operating Expenditures quarterly meetings

2018-19

Amount	none
Budget Reference	5000-5999: Services And Other Operating Expenditures quarterly meetings

2019-20

Amount	none
Budget Reference	5000-5999: Services And Other Operating Expenditures quarterly meetings

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

C: The district will incorporate various methods to increase engagement throughout the district in a variety of manners.

C-1: The district will establish opportunities for parent feedback in setting ongoing goals and priorities for the district.

C-2: Both schools in the district will establish guidelines and opportunities to involve parents in order to seek input to support and guide school decision making for all students including economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs.

C-3: The district will implement a system of rewards to increase district attendance and reduce truancy and chronic absenteeism and teachers will implement research based instructional strategies focused on increasing student engagement and academic performance.

C-4: The district will implement activities on a weekly basis to promote student health and well-being while monitoring data and survey information to analyze school climate.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Engagement

1) Parent Involvement (Priority 3)

- a) Back to School Night (all students) Participation
- b) Annual Title I Meeting Participation (focused on supporting economically disadvantaged pupils and students who do not meet grade level standards)
- c) District English Language Advisory Committee Participation (focused on supporting English Language Learners)
- d) School Site Council Meeting Participation (all students)
- e) Parent/Teacher Conferences - Parent Participation (all students/EL student status based on CELDT data)

2) Student Engagement (Priority 5)

The District will regularly monitor student engagement by reviewing multiple indicators:

- a) Attendance rates
- b) Truancy data
- c) Chronic Absenteeism
- d) Dropout rates

3) School Climate (Priority 6)

The district will regularly monitor school climate by reviewing multiple indicators:

- a) California Healthy Kids Survey
- b) Disciplinary Records
- c) Surveys of students, parents, and staff

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>1&2) In 2014, 93% of students were represented at Parent/Teacher Conferences. In 2015, 95% of students were represented in Parent/Teacher Conference. For 2016, the school district improved slightly, with 97% of parents in attendance for Parent/Teacher</p> <p>3a) The School Attendance Rate was 96.31% in 2013-2014, 96.61% in 2014-2015, and 96.95% for the 2015-2016 school year. Currently, as of May 10, 2017, the 2016-2017 attendance rate stands at 96.53%, showing a slight decrease, but a very consistent rate since 2013-2014.</p> <p>3b) The School Truancy Rate in 2013-2014 was 36%; in 2014-2015, the truancy rate was 31.43%. As of May 24, 2016, the 2015-2016 school truancy rate is 25.32%.</p> <p>3c) The 2015-2016 chronic absenteeism rate was 5.7%. As</p>	<p>1&2) In 2013, 92% of Shiloh School students were represented at Parent-Teacher Conferences. In 2014, 93% of students were represented at Parent/Teacher Conferences. In 2015, 95% of students were represented in Parent/Teacher Conference.</p> <p>3a) The School Attendance Rate was 96.31% in 2013-2014, 96.61% in 2014-2015, and 96.95% for the 2015-2016 school year.</p> <p>3b) The School Truancy Rate in 2013-2014 was 36%; in 2014-2015, the truancy rate was 31.43%. As of May 24, 2016, the 2015-2016 school truancy rate is 25.32%.</p> <p>3c) The district did not previously record or track chronic absenteeism prior to the 2015-2016 school year. Shiloh will continue to do so moving forward using this year's 5.7% rate as the baseline for future comparison.</p> <p>4a) A 0% dropout rate was achieved.</p>	<p>1) Increased percentage of parent participation at events and meetings for all students.</p> <p>2) Increased percentage of parent participation at events and meetings for EL and socio-economically disadvantaged students.</p> <p>3a) Maintained percentage in attendance rates - attendance rates have remained between 96%-97% for the last three years indicating consistently positive results</p> <p>3b) Decrease in Truancy Rates by 2% per year</p> <p>3c) Decreased in chronic absenteeism rates by 2% per year</p> <p>4a) Maintain 0% dropout rate</p> <p>4b) Maintain a suspension/expulsion rate below 2%</p> <p>* Shiloh Elementary School District is not a high school district therefore all high school metrics are not applicable.</p>	<p>1) Increased percentage of parent participation at events and meetings for all students.</p> <p>2) Increased percentage of parent participation at events and meetings for EL and socio-economically disadvantaged students.</p> <p>3a) Maintained percentage in attendance rates - attendance rates have remained between 96%-97% for the last three years indicating consistently positive results</p> <p>3b) Decrease in Truancy Rates by 2% per year</p> <p>3c) Decreased in chronic absenteeism rates by 2% per year</p> <p>4a) Maintain 0% dropout rate</p> <p>4b) Maintain a suspension/expulsion rate below 2%</p> <p>* Shiloh Elementary School District is not a high school district therefore all high school metrics are not applicable.</p>	<p>1) Increased percentage of parent participation at events and meetings for all students.</p> <p>2) Increased percentage of parent participation at events and meetings for EL and socio-economically disadvantaged students.</p> <p>3a) Maintained percentage in attendance rates - attendance rates have remained between 96%-97% for the last three years indicating consistently positive results</p> <p>3b) Decrease in Truancy Rates by 2% per year</p> <p>3c) Decreased in chronic absenteeism rates by 2% per year</p> <p>4a) Maintain 0% dropout rate</p> <p>4b) Maintain a suspension/expulsion rate below 2%</p> <p>* Shiloh Elementary School District is not a high school district therefore all high school metrics are not applicable.</p>

of May 10, 2017, the current rate is 3.1% showing a slight improvement.

4a) A 0% dropout rate was achieved.

4b) In the 2014-2015 school year, the suspension rate for the district was 0.67. The suspension rate for 2015-2016 was 0.0 The 2016-2017 suspension rate as on May 10, 2017 was 1.26. The suspension rate is calculated by the CDE formula of dividing the total number of incidents by the total enrollment X 100. The suspension rate remains low; discipline issues are not identified as having a serious impact on student achievement at this time.

* See attachment at end of LCAP for parent feedback regarding school safety and connectedness (as well as other feedback)

4b) In the 2014-2015 school year, the suspension rate for the district was 0.67. The suspension rate for 2015-2016 currently stands at 0. The suspension rate is calculated by the CDE formula of dividing the total number of incidents by the total enrollment X 100.

PLANNED ACTIONS / SERVICES

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

Action 1

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

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

[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

New Modified Unchanged

Back to School Night (all students) Participation

2018-19

New Modified Unchanged

Back to School Night (all students) Participation

2019-20

New Modified Unchanged

Back to School Night (all students) Participation

BUDGETED EXPENDITURES

2017-18

Amount none

Budget Reference Refreshments

2018-19

Amount none

Budget Reference Refreshments

2019-20

Amount none

Budget Reference Refreshments

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

[Location\(s\)](#)

- All Schools
 Specific Schools: _____
 Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

- New
 Modified
 Unchanged

Annual Title I Meeting Participation (focused on supporting economically disadvantaged pupils and students who do not meet grade level standards)

2018-19

- New
 Modified
 Unchanged

Annual Title I Meeting Participation (focused on supporting economically disadvantaged pupils and students who do not meet grade level standards)

2019-20

- New
 Modified
 Unchanged

Annual Title I Meeting Participation (focused on supporting economically disadvantaged pupils and students who do not meet grade level standards)

BUDGETED EXPENDITURES

2017-18

Amount: none

Budget Reference: identified

2018-19

Amount: none

Budget Reference: identified

2019-20

Amount: none

Budget Reference: identified

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: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

District English Language Advisory Committee Participation (focused on supporting English Language Learners)

2018-19

New Modified Unchanged

District English Language Advisory Committee Participation (focused on supporting English Language Learners)

2019-20

New Modified Unchanged

District English Language Advisory Committee Participation (focused on supporting English Language Learners)

BUDGETED EXPENDITURES

2017-18

Amount

Budget Reference

2018-19

Amount

Budget Reference

2019-20

Amount

Budget Reference

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

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

School Site Council Meeting Participation

2018-19

New Modified Unchanged

School Site Council Meeting Participation

2019-20

New Modified Unchanged

School Site Council Meeting Participation

BUDGETED EXPENDITURES

2017-18

Amount

Budget Reference

2018-19

Amount

Budget Reference

2019-20

Amount

Budget Reference

Action **5**

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

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

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

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

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Parent/Teacher Conferences - Parent Participation (all students/EL student status based on CELDT data).

Parent/Teacher Conferences - Parent Participation (all students/EL student status based on CELDT data).

Parent/Teacher Conferences - Parent Participation (all students/EL student status based on CELDT data).

BUDGETED EXPENDITURES

2017-18

Amount

Budget Reference

2018-19

Amount

Budget Reference

2019-20

Amount

Budget Reference

Action **6**

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

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

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

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

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Review and monitor Truancy and Attendance data

2018-19

New Modified Unchanged

Review and monitor Truancy and Attendance data

2019-20

New Modified Unchanged

Review and monitor Truancy and Attendance data

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	none	Amount	none	Amount	none
Source	Base	Source		Source	
Budget Reference	identified	Budget Reference	identified	Budget Reference	identified
Amount	\$1,050	Amount	\$1,050	Amount	\$1,050
Source	Base	Source	Base	Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures contract with Stanislaus County SARB, schedule hearings	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures contract with Stanislaus County SARB, schedule hearings	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures contract with Stanislaus County SARB, schedule hearings
Amount	\$450	Amount	\$450	Amount	\$450
Source	Base	Source	Base	Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Currently contracting with Alert Solutions to provide parents with auto alerts regarding students' absences and tardies to improve attendance and truancy rates.	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Contract with Alert Solutions to provide parents with auto alerts regarding students' absences and tardies to improve attendance and truancy rates.	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Contract with Alert Solutions to provide parents with auto alerts regarding students' absences and tardies to improve attendance and truancy rates.

Action **7**

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:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

California Healthy Kids Survey is not scheduled to be administered in 2017-2018

2018-19

New Modified Unchanged

Conduct California Healthy Kids Survey in 18-19

2019-20

New Modified Unchanged

California Healthy Kids Survey is not scheduled to be administered in 2019-2020

BUDGETED EXPENDITURES

2017-18

Amount none

Budget Reference identified

2018-19

Amount none

Budget Reference identified

2019-20

Amount none

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:

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

New Modified Unchanged

For English Learners/low-income students- Title I Meeting

2018-19

New Modified Unchanged

For English Learners/low-income studentsTitle I Meeting

2019-20

New Modified Unchanged

For English Learners/low-income studentsTitle I Meeting

BUDGETED EXPENDITURES

2017-18

Amount \$18
 Source Base
 Budget Reference 0000: Unrestricted information distribution - mailing
 Amount none
 Budget Reference host meeting

2018-19

Amount \$18
 Source Base
 Budget Reference 0000: Unrestricted information distribution - mailing
 Amount none
 Budget Reference host meeting

2019-20

Amount \$18
 Source Base
 Budget Reference 0000: Unrestricted information distribution - mailing
 Amount none
 Budget Reference host meeting

Action **9**

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:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

For English Learners: District English Language Advisory Meeting

2018-19

New Modified Unchanged

For English Learners: District English Language Advisory Meeting

2019-20

New Modified Unchanged

For English Learners: District English Language Advisory Meeting

BUDGETED EXPENDITURES

2017-18

Amount none

Budget Reference host meeting and share data and services information

2018-19

Amount none

Budget Reference host meeting and share data and services information

2019-20

Amount none

Budget Reference host meeting and share data and services information

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds: \$130,614

Percentage to Increase or Improve Services: 13.35%

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

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

The Shiloh Elementary School District has an unduplicated pupil count of 86%. The Supplemental and Concentration Grant funds are intended to support and provide additional services with a focus on our low-socioeconomic and English Learner student populations (homeless and foster youth comprise 0% of our student population) as well as support all students districtwide. The belief of the stakeholders in the district is that additional support personnel for students is the most effective use of funds in assisting students with meeting achievement goals. The supplemental funding is used primarily to add an additional teacher to split the 5th/6th grade classroom beginning in 2017-2018 and moving forward as well as hiring instructional aides. The supplemental programs which are also viewed as a secondary support for student subgroups and students are also funded through the Supplemental and Concentration Grant funding. Those additional academic, supplemental programs include Imagine Learning, i-Ready, Accelerated Reader, and Type to Learn. Also, periodicals are purchased for all classrooms. Each of these supplemental programs are intended to support students districtwide by providing additional nonfiction texts and promoting English Language Arts academic development to assist students in meeting the rigor of the new state ELA standards. District stakeholders assert that these two main areas should be the focal point of funding use for the district. Additionally, small amounts of funding are used to promote behavior goals and physical fitness goals. State priorities 4, 5, and 8 are viewed as key contributors to supporting student academic achievement and promoting college and career readiness. As a result, the Shiloh School District has chosen to direct funding to support these priorities at the local level.

Shiloh Charter School has prioritized supporting increased and improved services to low income pupils and English Learners by focusing resources on hiring additional teachers to reduce class sizes and eliminate combination classrooms, maintain support staff and continue supplemental programs and resources. A - 13.35% funding increase in providing additional support is directed towards increased salaries for these purposes. The specific resources that will be continued are ELD Supplemental Programs, Imagine Learning, Discovery Education, Core Clicks, and periodicals such as Time for Kids, Scholastic magazine, and National Geographic. The district has also adopted a new ELA curriculum (McGraw Hill Reading Wonders) which spans for the next 8 years. The curriculum is a state adopted Type 2 ELA Program which includes an integrated ELD component for ELD instruction/support. In addition the district will be making an ELA adoption in 7-8 of EMC's Mirrors & Windows while adopting. These resources provide teachers and students with current, nonfictional texts to help prepare students for the additional demands of the new state standards in English Language Arts.

Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

- A. School attendance rates;
- B. Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

(b) “Middle School dropout rate” shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	115,436.00	191,185.42	97,980.00	103,455.00	97,280.00	298,715.00
	0.00	451.00	0.00	0.00	0.00	0.00
Base	18,183.00	43,018.42	19,447.00	20,372.00	19,447.00	59,266.00
Concentration	3,720.00	3,231.00	2,480.00	2,480.00	2,480.00	7,440.00
Lottery	1,200.00	1,104.00	800.00	800.00	800.00	2,400.00
Other	7,050.00	4,607.00	0.00	0.00	0.00	0.00
Supplemental	52,283.00	105,468.00	13,103.00	11,153.00	11,153.00	35,409.00
Supplemental and Concentration	31,500.00	33,306.00	60,650.00	67,150.00	61,900.00	189,700.00
Title II	1,500.00	0.00	1,500.00	1,500.00	1,500.00	4,500.00

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

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	115,436.00	191,185.42	97,980.00	103,455.00	97,280.00	298,715.00
	0.00	338.00	0.00	0.00	0.00	0.00
0000: Unrestricted	6.00	27,259.21	18.00	18.00	18.00	54.00
2000-2999: Classified Personnel Salaries	45,000.00	95,851.00	45,000.00	46,000.00	47,000.00	138,000.00
4000-4999: Books And Supplies	36,938.00	38,742.00	15,543.00	21,043.00	14,793.00	51,379.00
5000-5999: Services And Other Operating Expenditures	17,944.00	17,505.21	14,044.00	12,094.00	12,094.00	38,232.00
5800: Professional/Consulting Services And Operating Expenditures	15,548.00	11,490.00	23,375.00	24,300.00	23,375.00	71,050.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	115,436.00	191,185.42	97,980.00	103,455.00	97,280.00	298,715.00
		0.00	338.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Base	6.00	27,259.21	18.00	18.00	18.00	54.00
2000-2999: Classified Personnel Salaries	Supplemental	45,000.00	95,851.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	0.00	0.00	45,000.00	46,000.00	47,000.00	138,000.00
4000-4999: Books And Supplies		0.00	113.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	1,800.00	1,999.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Concentration	1,500.00	1,629.00	1,000.00	1,000.00	1,000.00	3,000.00
4000-4999: Books And Supplies	Lottery	0.00	1,104.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental	2,138.00	2,466.00	2,543.00	2,543.00	2,543.00	7,629.00
4000-4999: Books And Supplies	Supplemental and Concentration	31,500.00	31,431.00	12,000.00	17,500.00	11,250.00	40,750.00
5000-5999: Services And Other Operating Expenditures		0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	10,204.00	12,102.21	9,154.00	9,154.00	9,154.00	27,462.00
5000-5999: Services And Other Operating Expenditures	Concentration	2,220.00	1,602.00	1,480.00	1,480.00	1,480.00	4,440.00
5000-5999: Services And Other Operating Expenditures	Lottery	1,200.00	0.00	800.00	800.00	800.00	2,400.00
5000-5999: Services And Other Operating Expenditures	Other	3,750.00	1,875.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	570.00	51.00	2,610.00	660.00	660.00	3,930.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	0.00	1,875.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5800: Professional/Consulting Services And Operating Expenditures	Base	6,173.00	1,658.00	10,275.00	11,200.00	10,275.00	31,750.00
5800: Professional/Consulting Services And Operating Expenditures	Other	3,300.00	2,732.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	4,575.00	7,100.00	7,950.00	7,950.00	7,950.00	23,850.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	0.00	0.00	3,650.00	3,650.00	3,650.00	10,950.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	1,500.00	0.00	1,500.00	1,500.00	1,500.00	4,500.00

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

Total Expenditures by Goal

Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	27,267.00	33,692.00	26,517.00	87,476.00
Goal 2	69,195.00	68,245.00	69,245.00	206,685.00
Goal 3	1,518.00	1,518.00	1,518.00	4,554.00

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