LCFF Budget Overview for Parents

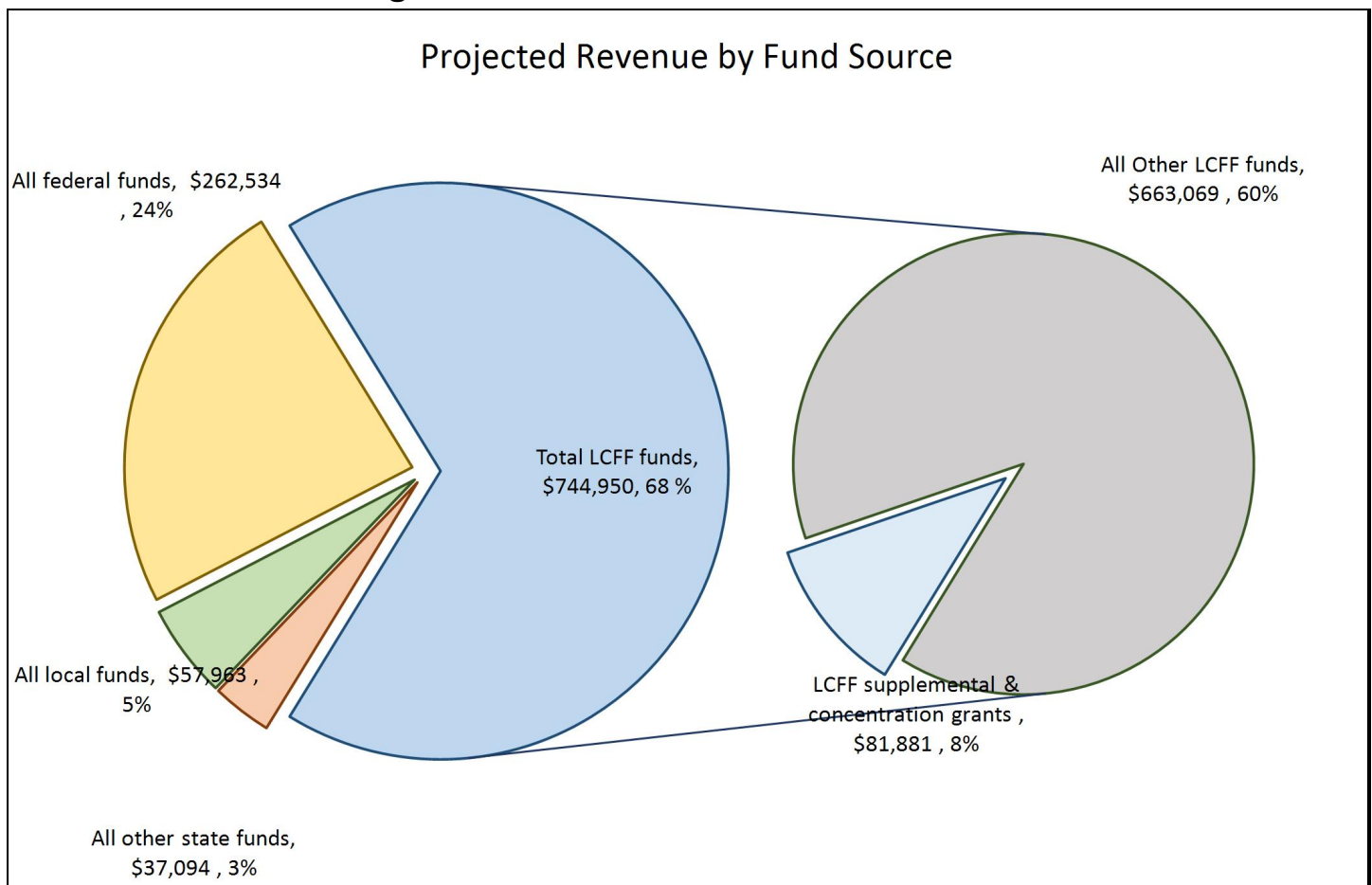Local Educational Agency (LEA) Name: McCloud Union School District

CDS Code: 47-70409-6050850

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

LEA contact information: Shelley Cain, Superintendent/Principal

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

Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

All federal funds, $262,534 , 24%

All Other LCFF funds, $663,069 , 60%

Total LCFF funds, $744,950, 68 %

All local funds, $57,963 , 5%

LCFF supplemental & concentration grants , $81,881 , 8%
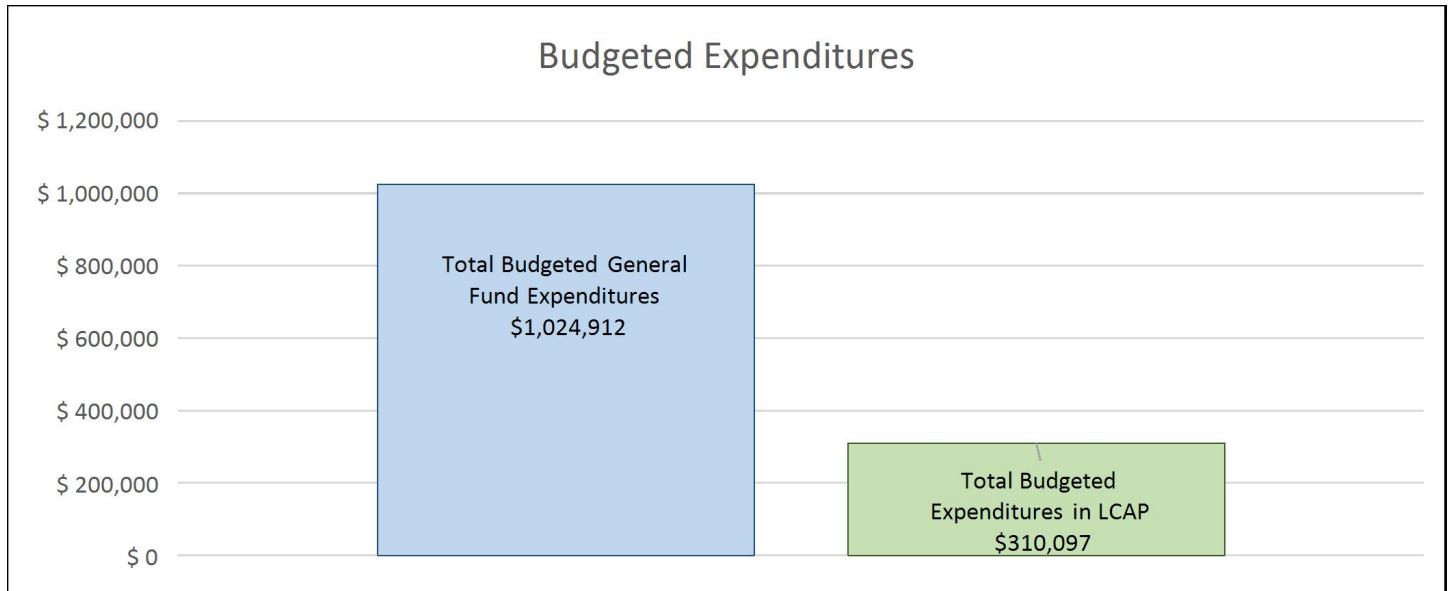
All other state funds, $37,094 , 3%

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

The total revenue projected for McCloud Union School District is $1,102,541, of which $744,950 is Local Control Funding Formula (LCFF), $37,094 is other state funds, $57,963 is local funds, and $262,534 is federal funds. Of the $744,950 in LCFF Funds, $81,881 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures

Total Budgeted General Fund Expenditures $1,024,912	Total Budgeted Expenditures in LCAP $310,097

(Y-axis: $0, $200,000, $400,000, $600,000, $800,000, $1,000,000, $1,200,000)

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

McCloud Union School District plans to spend $1,024,912 for the 2019-20 school year. Of that amount, $310,097 is tied to actions/services in the LCAP and $714,815 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

McCloud Elementary is a very small school of approximately 60 students which fluctuates throughout the year due to our transient student population. Lack of job opportunities and limited rental housing keeps people moving in and out of the community, but our town does have a low income housing complex that houses many of our students. The budget at McCloud Elementary largely pays for bills to operate the facility and maintain the staff. Necessary Small Schools Funding provides for three teachers based on an average daily attendance calculation. The board has opted to support students by maintaining staff at 4 teachers and 3 instructional aides which means that we sometimes have to deficit spend to maintain staffing levels.   The remainder of funding after staffing expenses is spent on the upkeep of the school, including heat and power, as well as our cafeteria program, preschool program and SAFE program if they should encroach after their funds are expended. In a typical funding year, not much money is left over after staff is paid and bills are paid; however, in this coming year, the school has received a grant in the amount of approximately $166,000 dollars to improve services to students. The money has to be expended for improvement of services to students and directly related to needs within the LCAP. The grant money will be primarily spent on hands-on curriculum, including lab science services, new hands-on science kits to support labs, GATE and enrichment supplies and activities, computers and technology updates throughout the school, providing 1:1 computer to student ratio, a music program, update library books, and additional aide to help with interventions and enrichment programs. In years past, as well as in this upcoming budget year, the phrase "no additional cost" appears throughout the LCAP to denote that we do not have additional monies to expend, but that our money is spent on support staff for students and services for students like a nurse and health assistant. We have become very adept at providing program for free of for little cost. The areas in which we typically devote supplemental and concentration funds are to maintain or support existing staff. The LEA maintains a Fund 40 for outlay projects, but the board is willing to move some of these funds form Fund 40 to the general fund, if
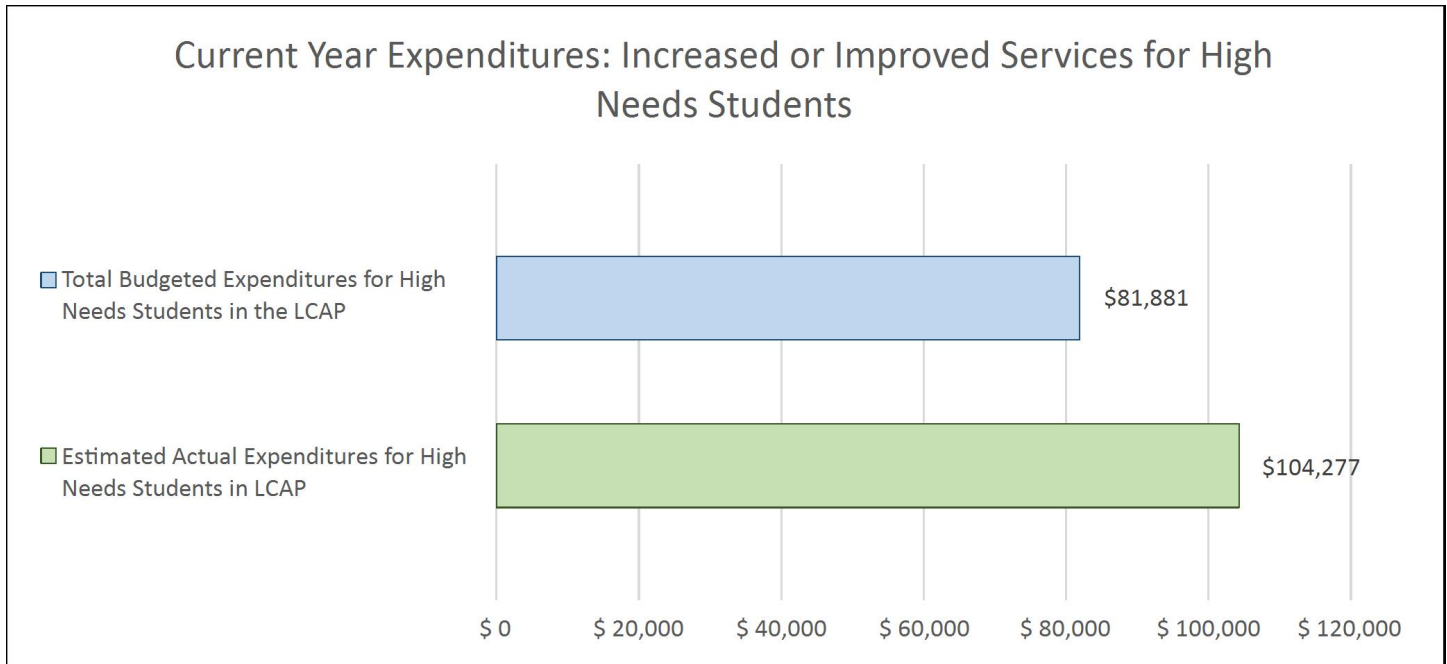
needed in the future, to support staffing and pay facility related bills. The board and the staff are monitoring the teacher shortage in California with increasing concern. Though the board is committed to spending reserves (if necessary) to maintain funding, it also recognizes that attracting and keeping teachers at our small, rural school with a limited budget is going to be increasingly difficult.

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

In 2019-20, McCloud Union School District is projecting it will receive $81,881 based on the enrollment of foster youth, English learner, and low-income students. McCloud Union School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, McCloud Union School District plans to spend $81,881 on actions to meet this requirement.

LCFF Budget Overview for Parents

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

Current Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$81,881
☐ Estimated Actual Expenditures for High Needs Students in LCAP	$104,277

$ 0 $ 20,000 $ 40,000 $ 60,000 $ 80,000 $ 100,000 $ 120,000

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

In 2018-19, McCloud Union School District's LCAP budgeted $81,881 for planned actions to increase or improve services for high needs students. McCloud Union School District estimates that it will actually spend $104,277 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Contact Name and Title	Email and Phone
McCloud Union School District	Shelley Cain Superintendent/Principal	scain@sisnet.ssku.k12.ca.us 530-964-2133

2017-20 Plan Summary
The Story
Describe the students and community and how the LEA serves them.

McCloud Elementary School is located in McCloud, California, a small mountain community situated at the foot of Mt. Shasta. The population of the town of McCloud is about 1,100, and the school enrollment K-8 is 61. The community is predominantly white. English is the dominant language. The town has struggled economically for years due to lack of industry or jobs. The timber industry is no longer the main source of jobs. Many of the new jobs are in the service industry. The U.S. Forest Service employs a large number of workers. Most of these jobs are seasonal, resulting in a low economic standing for the community. Many families face months of unemployment each year. In recent years, the town has made a movement toward tourism as a new economic base. Several new restaurants draw people to McCloud and weekend festivals and activities bring tourists to boost the economy. However, the town currently suffers from a shortage of rental housing for potential families to boost the school's enrollment. Families often come to the school looking to enroll children and asking for referrals to rentals. Unfortunately, the vacation rental numbers have increased over the years which has decreased the number of homes available for families seeking residence in McCloud. This factor has had more of an impact on the school enrollment than any single factor, including available employment.

McCloud Elementary School provides the following for all students: a stimulating environment, a well-maintained school plant, one administrator, 3 full-time certificated teachers and one part time teacher. The administrator teaches in the classroom three out of five days of the week and has office hours two days a week. The school employs classified staff for instructional aides, office, cafeteria, and custodial duties. The district provides all basic textbooks, all necessary supplies and materials, P.E. equipment, a well-stocked library, audio-visual equipment, computers and software. The District contracts with the Siskiyou County Office of Education for specialized services and personnel. These include a Resource Specialist, Speech and Language Specialist, School Psychologist, School Nurse and Occupational Therapist.

McCloud Elementary School also offers an after-school program for all of our students. Students receive a healthy snack, help with homework and the ability to participate in some interesting extra-curricular activities such as: art, sewing, computer graphics and some culinary activities. Our sports program is also linked with our after-school program. The S.A.F.E. (Siskiyou Afterschool for Everyone) program begins at 12:30 P.M. for our kindergarten students, at 2:45 for the 1st to 3rd graders, and at 3:00 for all other students. The program is open until 6 PM each school day.

Our English learner population is currently zero and therefore the English learner proficiency metric and English learner reclassification metric do not apply to McCloud Elementary.

McCloud Elementary School utilizes funds from Title I, Title II and Title VI to support curriculum and instruction for our rural, low-income students. This document is the primary plan for McCloud Union School District. The Single Plan for Student Achievement refers to this document in regard to funding as it relates to Title I, II and VI funding.

LCAP Highlights

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

* Professional Development for classified staff
* Professional Development for certificated staff in new intervention & enrichment curriculum & technology
* Focus on increased reading intervention and maintaining math intervention levels (based on CA Dashboard Data)
* Purchase of new, updated, standards-aligned curriculum & technology
* Increase hands-on science lab days with Jason Singleton through SCOE (22 days vs 6 days)
* Purchase of FOSS Next Generation Science Standards Kits (K-8) to bolster and update science curriculum & align with NGSS
* Update library with purchase of books to meet student needs and align with ELA novel reading standards
* Resurface playground areas and parking lot for safer play and safer facilities
* Purchase of online intervention programs to assess, monitor and instruct students in areas of need
* Purchase of enrichment materials for classrooms and GATE to provide resources to gifted & high performing students
* Purchase of ESGI online assessment platform for beginning and emergent readers
* Maintaining instructional aide levels at three for classroom support of teachers and students
* Adding a temporary instructional aide to support the intervention and enrichment curriculum and implementation of those programs
* Purchase of computers (desk top and chromebooks) to bring student to computer ratio to 1:1 for access to curriculum/intervention programs
* Purchase of additional iPads to increase student to iPad ratio for K-3 beginning reading applications
* Purchase of computer hardware (printers, projectors, document cameras, charging stations and SMART board) to facilitate technology use
* Maintaining enrichment and support programs: music, art, athletics, Bullying Prevention, Positive Prevention Plus, Tobacco Education, SAFE,
GATE and field trips
* Provide counseling referrals and add nursing days to support emotional and physical health
* Support nutritional health by partnering with Great Northern to provide food to families

* Support nutritional health by partnering with Great Northern to provide a pantry of snacks for hungry students at school
* Decrease chronic absenteeism
* Maintain low rate of suspension and zero expulsions by implementing the positive behavior policy & peer conflict resolution (Hawk Talk)
* Increase parent involvement at formal meetings
* Maintain volunteer and participation rates at informal meetings and gatherings
* Continue collaboration with the Mountain Mentors and implementation of the program
* Maintain student engagement programs: acknowledgement, assemblies, awards and rewards
* Continue support of health services with additional nurse days and Health Assistant position.
* Implement peer support programs and continue programs in partnership with Remi Vista (Girls' Circle & Boys' Council)

The above listed highlights are those that directly impact the success of students. By providing updated, enriching curriculum along with hands-on learning, as well as programs that support the social-emotional health of our students, we build a foundation that is conducive to learning. Our low income population of students come hand-in-hand with issues related to poverty (truancy, hunger, mental instability, depression, substance abuse, neglect, lack of education, etc) We must first prepare our students to be healthy, contributing members of society so that they have the opportunity to become life-long learners.

Review of Performance

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

Greatest Progress

The academic performance indicator for math went from yellow to orange which indicates a low status. The points below standard are 30.1; however, as compared to the previous year, there was only a 5.5 point reduction in scores. If you look at the CA Dashboard indicators, you will see that there are not sub categories listed for student groups in each "color" (red, orange, yellow, blue, green) because our numbers are not statistically significant, meaning there are too few students tested in each grade level to be significant. Likewise, the ELA performance indicator shows that we remained at "orange" level for reading with a 29.3 point score below standard, but only a 3.7 point decline from the previous year. Because so few students test, it only takes one or two students with low scores to reduce our overall score and severely impact our indicators for academic performance. Our largest test-taking class last year was our 3rd grade class, which also happens to be the grade level that takes the CAASPP for the first time. Historically, the 3rd grade classes score lower because it's their first attempt at the test. Because our largest class scored the lowest overall, it makes sense that our school wide indicators would be low as well. Consequently, as an LEA and a staff, we conduct data analysis per individual student to see trends in growth from prior years. Relying on the overall school performance to track progress doesn't work well because data is not analysed for our small numbers by the state system of testing. We monitor individual student progress and strive to improve individual scores in ELA and math by working with the student and

allowing them to be a part of the process. Students are rewarded at a yearly assembly for their improved individual progress.

Our state indicator for the suspension rate went from the highest level (blue) to a much lower level (orange). We had an increase in suspensions this school year, but they were specifically related to a student with mental health issues. It took nearly half the school year, working with different entities, psychologists, doctors and parents to get the student evaluated and diagnosed with a mental health disorder. In the meantime, he was violent and threatening to students and staff, so we would have to suspend him at home for the safety of everyone at school. Eventually, we were able to get that student transferred to an alternative school and suspensions returned to zero after the transfer. Althought this process resulted in an increase in our suspension rate, and a decrease in our indicator from blue to orange, we view the partnership between institutions and personnel to help the student as a success because he was placed where he can receive more appropriate interventions. There has not been an expulsion in over twenty years at McCloud Elementary. We will continue the implementation of the behavior plan and reinforce positive school culture with low incidents of bullying and violence.

The LEA's implementation of science standards is also making great progress as we enrich our curriculum with STEM resources, new technological, computer-based textbooks and hands-on science labs. We will maintain support of our science curriculum and move ourselves further towards sustaining the Next Generation Science Standards (NGSS) and STEM implementation. A new social studies curriculum was implemented this year with great success and the supplemental online format added richness to our social studies curriculum and gave the students a different medium to enjoy along with existing curriculum. The volunteer program, Mountain Mentors, is the result of a collaboration with a community group of elders who want to make a difference in the lives of children. The program started on day one this year after an initial start up at the end of last year. Every day of the week, an elder from our community volunteers at school and offers academic and emotional support to students. The program has been very successful and we plan to increase implementation in the 2019-2020 school year and include members in training and reporting as well. The continued use of a Health Assistant greatly reduced our incidence of head-lice in classrooms and related absences. We will continue to fund the stipend for the Health Assistant to directly benefit our low income students by reducing absences related to head-lice treatment.   We partnered with Remi Vista, a mental health organization, to provide peer counseling and interaction with two programs: Girls' Circle and Boys' Council. Both groups included at risk students (as identified by staff) that worked with counselors to learn communication skills and interact with each other in positive affirming ways through activities.

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

Greatest Needs

Our academic indicators reflect our continued need to put focus on math in our school to maintain or improve scores and increase our status to at least one step of growth and, eventually, "green" on the academic indicator.   Reading remains a concern even though our scores did not drop significantly, considering our biggest grade level tested was 3rd grade; as with math, our status needs to improve at least one color incrementally until we achieve "green" status in ELA as well.   The LEA staff and

administration recognize that our small student numbers (44 students tested in 2018) means that a handful of students can have significant impact on test scores, status and change. Consequently, we need to focus more of our intervention time on reading to move students who have "nearly met" the standard to "standard met" or those who have met the standard to "exceeds standard."   We have focused more of our instructional minutes on school-wide math intervention and left reading intervention to classroom level; however, our indicator in reading reinforces our need for school-wide intervention for reading as well. Only having 4 teachers and 3 instructional aides makes it difficult to set aside time to focus on intervention when classroom instruction remains the primary focus. In the past, our resource specialist was able to assist with interventions, but his hours at McCloud have been reduced due to caseload and other schools' need for his services. This has severely limited concentrated intervention times school-wide and placed the burden of intervention on classroom teachers and regular class time. Our academic program needs intervention programs that can be independently accessed by individual students and monitored by teachers and aides. Due to the nature of our multi-grade level classrooms (ex: 6/7/8 combination class) teachers must rotate students for direct instruction and independent work constantly. Our teachers and aides need programs that students can access while in rotation from direct instruction to individual skills practice and assessment. In addition to independent practice for reading and math, students need data feedback from programs that assess their growth in particular standards for reading and math. Teachers and students need data from assessments to design independent practice for students when a teacher or aide is not available for one-to-one instruction or reinforcement. Primary grade teachers used to benefit from on-site reading specialists who could evaluate beginning and emergent readers quickly and frequently. Now, with staffing shortages, it is difficult to consistently test and evaluate young readers as often as needed. The LEA needs an assessment program to facilitate the evaluation of beginning and emergent readers. The purchase of ESGI assessment platform should fill that need.

In addition to academic intervention and support programs, students and staff need updated science curriculum that fosters the use of lab science rather than book science only. In the past we have hired Jason Singleton from the Siskiyou County Office of Education to administer science labs to students that align with science standards and curriculum. Parent and student surveys, as well as input from other stakeholders, express the need for more hands-on science and labs. Our current science curriculum was updated with the purchase of the online science program Discovery Education, but our lab science resources and curriculum are severely outdated and missing many components. Our FOSS science kits need to be updated and/or replaced with new kits for all grade levels (K-8).

There is a school-wide need for enrichment resources and updated supplies for GATE and high-performing students. So much effort has been placed in curriculum and programs for low performing students and interventions that GATE and enrichment have been neglected. The LEA needs to update curriculum and technology to reflect modern interests and STEM standards like coding, circuitry, robotics, forensics and other hands-on resources and technology to keep students abreast of 21st century technology as they prepare to enter high school and college.

Lack of parent involvement at formal meetings such as school site council meetings and board meeting reflects our need for more proactive and persistent recruitment of parent input at these important stakeholder meetings. Likewise, average daily attendance dropped this year (in large part to extreme weather and illness) which is related to school culture and parent involvement. Our attendance rate was still relatively high this year, but anticipating future issues with chronic absenteeism will focus our efforts on developing an attendance program that extends from our current policy and involves parents more. Our statistical data for chronic absenteeism does not

match our CA Dashboard indicator as we calculate it through our Aries attendance. We cannot produce the same numbers that the state reports for our absentee numbers, but our LEA reported number is significantly lower than what the dashboard indicates (22%). Combining parent involvement with issues of truancy will improve both categories of school culture and our status on a state and local level.

Mental health concerns remain an issue for our students as we have no on site counselor and services are difficult to find in Siskiyou County. Remi Vista will partner with us again next school year and our hope is to increase services to students in need of mental health intervention.

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

Performance Gaps

Not applicable: Our student numbers in subgroups are not significant enough to calculate status and change.

Comprehensive Support and Improvement

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

Schools Identified

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

McCloud Elementary School (Single school district within McCloud Union)

Support for Identified Schools

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

Parents and students are provided a survey yearly to give input regarding several aspects of school including safety, curriculum, involvement, facilities, etc. Stakeholders are also engaged for input at School Site Council meetings and board meetings. Through input from surveys and discussions with stakeholders and staff, we have identified the following needs that can be addressed with the expenditure of CSI funds:

1) Improved science curriculum and hands-on science labs. The LEA will contract for an increased number of "science days" with Jason Singleton of SCOE to provide a lab teacher and activities for students. The entire FOSS kit curriculum (K-8) will be purchased to update the outdated FOSS system and materials for lab science.

2) Update library books for K-8 to align with ELA and novel standards. The library and most books are outdated and need to be updated with current books that align with standards and reflect modern life as well as modern expository texts.

3) Professional development in the areas of newly purchased intervention and enrichment curriculum. As will be noted below, a major need of our LEA is to have online intervention and assessment programs that will reinforce reading and math skills in multi-grade level classrooms. Our teachers and aides will need professional development for these new programs in order to properly implement the programs.

4) Supplies and curriculum for GATE and high-performing students. GATE has been deferred for a few years due to low test scores, but gifted and high-performing students need access to resources for differentiation in the classroom while other students are involved with intervention. Needs include materials for STEM such as: robotics kits, coding kits, forensic lab kits, circuitry kits, etc.

5) Coordinator to manage the acquisition of newly purchased intervention, GATE and enrichment programs. Due to our small staff, the current administrator also teaches three days a week and is the principal/superintendent. The new intervention programs, science materials, and enrichment resources will require intensive training, organization, master scheduling for all student, and implementation that the administrator will be unable to add to existing duties. A staff member will receive a stipend to coordinate and implement all new programs for intervention, GATE and enrichment.

6) An instructional aide dedicated to the newly acquired programs and coordinator. In addition to a coordinator to manage the new programs, an aide will need to assist the coordinator and teachers in using the programs with students. The programs will be worked into the master schedule for each class and the new (temporary) instructional aide will work alongside the teacher and with students to implement these programs and use the technology required for implementation.

7) Assessment of beginning and emergent readers in Kindergarten and first grade. As staff numbers shrink, the LEA cannot fill the position of reading specialist or dedicate a staff member for evaluation of beginning and emergent readers. The purchase of ESGI, an online assessment platform, will address the need to assess early readers in primary grades as it is specifically designed for that purpose. It will facilitate the assessment of young students without the need for additional staff.

8) Music and performing arts for all students in K-8 grades. The LEA's former music program, Young Imaginations, had retirements last year that left the program lacking personnel to implement the programs of the past. The LEA needs to hire personnel or work with another not profit organization to provide music instruction, choral instruction and/or performing arts to the students in K-8.

9) Purchase of update technology and computers to provide a 1:1 computer to student ratio at the LEA. Along with the purchase of new intervention and enrichment programs via online access, the LEA will need to provide computers to every student so that online curriculum and assessments can be accessed in every classroom throughout the day. Currently, 60 students share approximately 20 desktops and 20 laptops school-wide which can restrict access to programs if classroom schedules collide. Having 1 computer per student will eliminate scheduling conflicts and open up interventions and enrichment school-wide.

Monitoring and Evaluating Effectiveness

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

Monitoring and evaluating the effectiveness of the CSI plan will directly relate to each need mentioned in the previous section:

The effectiveness of the new science curriculum and hands-on lab science will be evaluated by observation of students interacting with the resources and participating in the labs. In addition to observation, the CAASPP test scores in science for grades 5 and 8 can be analyzed to see if scores increase after the implementation of the new curriculum and hands-on science. The implementation of the NGSS via FOSS kits can be assessed via classroom assessments and the CAASPP test scores in 5th and 8th grade as well. Satisfaction with the programs will be reflected in the yearly student and parent surveys regarding curriculum and stakeholder feedback at formal meetings. In addition, constant communication and feedback between teachers and Jason Singleton will be indicators for success of the science program.

Students and teachers can report on updated library materials and rate their satisfaction with newly purchased books (narrative and expository). Data from Accelerated Reader tests will give feedback to teachers and students about comprehension of the new library books. and data about the number of available books in each grade level as well as their appropriateness for addressing standards. Students, staff and parents will be able to give feedback on new library materials via the end-of-year surveys.

The evaluation of professional development for new curriculum and technology will be based on observation of successful implementation of the intervention and enrichment programs. If teachers and aides are able to successfully introduce the new curriculum, schedule class time around the programs, and maintain the programs throughout the school year, the professional development component will be deemed successful.

The successful implementation of the GATE and enrichment programs will be evaluated by the number of successful projects completed and produced during GATE and enrichment time for gifted and high-performing students. The coordinator and aide for the programs will provide feedback on student products and participation levels within the programs. Classroom teachers will provide input regarding the effect of programs on classroom performance as well. Satisfaction with the programs will be reflected in the yearly student and parent surveys.

The evaluation of the new coordinator and aide for the intervention and GATE/Enrichment programs will require weekly meetings between the coordinator and administrator to monitor the programs and make necessary adjustments week by week, especially in the beginning weeks of each programs. As the year progresses, the meetings can be fewer and farther between, but communication can be maintained and requested as needed. The success of the coordinator and aide will be evaluated based on the success of the programs, student involvement, student achievement, input from classroom teachers and reduced workload for the administrator in regard to new programs. If the coordinator and aide are successful in implementing the new programs, the administrator should not feel the added burden of the programs to existing workload.

The evaluation of the online assessment platform, ESGI, will be in the form of observation of how data analysis gathered from the platform is used to tailor instruction to individual students. The data from the assessments should show improvement from the beginning of the year to the end, and in the case of students who struggle, the areas in which they need additional instruction. The

administrator will meet with staff who use the assessment platform to discuss effectiveness and value of the program in regard to student performance.

The success of a music and performing arts program for students will be evaluated in the final product of the program: a musical performance or play of some kind. Satisfaction with the program will be measured in student and parent responses on end-of-year surveys. Teachers will also be surveyed and provide input and evaluation of the program as it relates to their classrooms and students.

The success of integrating new computers and technology throughout the school year will be evaluated by observing the usage by classroom and grade level as well as the log-on data for each classroom and grade levels. Data will be analyzed to show which classrooms and students used the new technology effectively and for how long with each intervention program and enrichment program. The success and effectiveness of the technology implementation can also be evaluated by noting how teachers handle computer/technology related issues that arise and how they are managed school wide. Success of technology implementation will also be measured by satisfaction ratings on end-of-year surveys for students, parents and teachers.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 1

CONDITIONS OF LEARNING: Provide a safe and nurturing environment with rich instructional materials that promotes student success.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Common Core Standards Commission on Teacher Credentialing Lesson plans / teacher observation Facilities Inspection Tool Williams Quarterly Report	All instructional materials were appropriately aligned with state standards. All teachers were appropriately credentialed and teaching assignments were monitored. The facilities were in good repair according to the FIT inspection tool. No complaints were filed via the Williams' Quarterly Report.

Expected	Actual
18-19 The purchase of new instructional materials (math) will ensure that students have instructional materials that are differentiated and aligned with state standards. All teachers will be appropriately credentialed and assigned. All students will receive instruction aligned to state standards. The facilities will be in "good" to "excellent" condition as measured by the Facilities Inspection Tool. All students will have access to instructional materials as measured by the Williams Quarterly Report. **Baseline** Instructional materials are aligned with Common Core Standards. Teachers are appropriately credentialed and assigned. All students receive instruction aligned to state standards. The facilities are in "good" condition. There have been zero Williams Quarterly Report complaints.	

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional learning opportunities for teachers will be pursued.	A teacher participated in professional development in the area of Mindfulness. As she was trained, she reported back to the rest of the staff and "trained" them in methods of mindfulness as well	Cost of training 5000-5999: Services And Other Operating Expenditures Base $1,000.00	Cost of training 5000-5999: Services And Other Operating Expenditures Base $550.00

	as conducted mindfulness activities in her classroom and colleagues classrooms.		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Instructional materials (textbooks, magazines, manipulatives, applications) as well as services (Science Days with Jason Singleton /SCOE) will be purchased to supplement and support curriculum that is aligned with the California Standards and Next Generation Science Standards. Math material will be purchased to align with the CA framework for ELA and common core standards.	Teachers opted to upgrade our current program with Renaissance and add Renaissance Math and the Flow 360 suite to supplement our existing math and reading. All teachers agreed this was a better purchase for math materials than buying more physical curriculum. Renaissance Math and Flow 360 will complement our multi-grade level classrooms and ease the flow of instruction from one level to the next while allowing students to receive individualized support and lessons via Renaissance Math and Flow 360 which will also provide additional ELA support for intervention. Jason Singleton provided hands-on science labs to support existing curriculum and standards (ex: frog dissection for 6-8 grades).	Purchase of hands on materials 4000-4999: Books And Supplies Base $3,500.00 Purchase of Services 5800: Professional/Consulting Services And Operating Expenditures Base $3,898.00	Purchase/upgrade of online curriculum and hosting 5800: Professional/Consulting Services And Operating Expenditures Base $3,500.00 Purchase of services 5800: Professional/Consulting Services And Operating Expenditures Base $3,996.15

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Part or all of the roof will be repaired if funds are sufficient in Fund 40.	The roof was repaired in high needs areas last year and was deemed in good shape after an evaluation. We did not need to spend the additional funds budgeted on the roof.	Cost of Repair by Contractor 5000-5999: Services And Other Operating Expenditures Base $10,000	No expenditure made $ 0

Analysis

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

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

Our goal to provide students with a safe and enriching environment starts in our classrooms. All teachers were appropriately credentialed and assigned to classrooms and grade-levels within their area of expertise. One teacher participated in professional development in which she became a "certificated" mindfulness instructor. She passed along her information and trained other staff members in the implementation of mindfulness with the social-emotional health and well-being of students and staff in mind. Existing reading, science, history and math curriculum were enriched with the implementation of a new social studies program, continuation of the online science program and addition of Renaissance Flow 360 to supplement ELA and math curriculum while enhancing intervention and differentiated instruction strategies. The facilities were maintained and assessed via the Facilities Inspection Tool.

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

Professional development is essential to the growth of all teachers and staff to enrich their direct instruction, but also enrich the environment of learning for students. There are few available professional development opportunities in our area and a substitute teacher shortage makes it difficult for teachers to leave school. The mindfulness training was beneficial because it was an online course and it was easy to disseminate the information from the trained teacher to others during collaboration meetings. All staff were trained to recognize and deter child sexual abuse via a training from Stewards of Children through a grant with Siskiyou Childcare Council. The training was free as per the grant. The upgrade from Renaissance reading to Renaissance Flow 360 enriches the ELA and math programs throughout the school because the suite of programs offers additional support to students and teachers in math and reading. The program assesses and tracks students and provides individualized instruction and practice at the students level and in their area(s) of weakness. The program will provide the additional one-on-one time that students need, but that our small staff cannot always provide given staff size and time constraints. The implementation of the new Studies Weekly history program was hugely beneficial and gave students access to materials in different mediums. The online science program paired with existing curriculum also gives students differentiated ways to access curriculum and difficult science topics. The integrity of the roof was strengthened with our improvements last year, so not having to spend additional funding on the roof will enable us to spend more on other facilities and grounds projects which will be reflected in the LCAP actions and goals for the coming years.   The FIT will continue to guide our future plans for repair and maintenance of the school and grounds.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In Action 1 of Goal 1, the actual cost of the professional development in mindfulness was $550 rather than the $1,000 budgeted. No other professional development opportunities were pursued. The cost of the upgrade to Renaissance Flow 360 ELA and Math program was invoiced to the exact amount budgeted $3,500 because the Renaissance company worked with us to expend our budgeted amount in this fiscal year and invoice us the remaining amount for the upgrade as of July 1st, 2019 for the following fiscal year. The additional cost will be reflected in the LCAP for 2019-2020 school year.   The services offered by SCOE and Jason Singleton for science vary from budgeted expenditures until the final lab is presented and costs of assistants and materials are factored in. The expected expenditure for Action 2 of Goal one was $3,898 and the actual expenditure was $3,996.15.   The roof did

not require additional repair so the budgeted amount of $10,000 dollars in Goal 1, Action 3 was not spent for a material savings of $10,000.

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.

Looking ahead at the 2019-2020 school year, we know that at least one teacher will be on a leave for maternity and another is considering pursuing a different job opportunity. There is a possibility that a new teacher would need to participate in the ATE program for beginning teachers. If veteran teachers come on staff, we won't need to participate in ATE, but we will continue to budget for professional development as it is connected to new curriculum, particularly the purchase of Flow 360 through Renaissance requires staff training and onsite guidance which will be budgeted. Additionally, the LEA received a special grant for classified staff, so PD money will be budgeted for that purpose. Certificated PD funding will appear in other Goals in the LCAP as related to new curriculum and the LPSBG. In addition, the purchase of new FOSS materials for science will require training and the new grant funds through CSI and the LPSBG will allow for more funding for professional development. Therefore, even though professional development has been limited at the LEA, having new staff and more funding could motivate and encourage teachers to branch out in their search for PD opportunities. Funds will be budgeted in Goal 1 Action 1 accordingly.   In 2019-2020 our reading programs will be reviewed and new curriculum will be evaluated for possible purchase of new material or supplemental materials in Goal 1 Action 2 of the LCAP.   In the future, we plan to budget more money for the SCOE science labs in coordination with Jason Singleton so more funds will be budgeted for labs in Goal 1 Action 2 in regards to hands-on science. Jason will also offer guidance in the purchase of FOSS materials with CSI funds for Goal 1, Action 2.   Rather than budget more money for the roof in Goal 1 Action 3 of the LCAP, the LEA will budget funds for the playground and parking surfaces at the school which are in dire need of upgrades.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 2

CONDITIONS OF LEARNING: Implementation of Standards: Teachers will implement and monitor the progress of California Standards alignment and related student achievement.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Common Core Standards (Lessons) CAASPP Results California Dashboard 5 by 5 Indicator Report **18-19** State standards will be implemented in all core curricular areas as evidenced by observations and lesson plans. CAASPP results will show an increase in math status from "yellow" to "green" as reflected on the CA Dashboard indicator. ELA status will increase from yellow to "green" to indicate positive results.	Teachers used assessment data from local/classroom assessments, CAASPP results and performance based projects to implement standards in the classroom. Teachers collaborated during structured times to review standards, discuss instruction and best practices to design specific goals for students as well as support differentiated instruction in multi-grade level classrooms. CAASPP results revealed that the math status went from "yellow" to "orange", with a decrease in overall points for math, and the ELA also went from "yellow" to "orange" denoting a decrease in overall ELA scores. These results were reflected in the CA Dashboard for McCloud Elementary.

	Expected	Actual

Expected	Actual
Baseline Teachers are implementing Common Core Standards in lessons. 2016-17 CAASPP results show an improvement in math and a decline in ELA; results reflected in the CA Dashboard indicate "yellow" status for math and "orange" status for ELA	

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers will continue to implement standards-based instructional strategies and collaborate to identify the most effective strategies for student achievement as reflected on standardized tests.	Teachers implemented standards-based instructional strategies and collaborated to identify the most effective strategies for student achievement as reflected in standardized tests.	No additional cost	No additional cost

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers will continue to collaborate across grade levels, using the staff developed rubric, to monitor the progress of standards implementation and instructional strategies as well as to monitor student achievement.	Teachers collaborated across grade levels, using the staff developed rubric and a rubric developed by the CA Department of Education, to monitor the progress of standards implementation as well as to monitor student achievement.	No additional cost	No additional cost

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers will continue to participate in professional learning opportunities related to instructional materials, standards implementation, and the use of technology in the classroom.	Teachers participated in professional development associated with the Studies Weekly social studies curriculum, but it was free along with the purchase of the materials. The relevance of professional development offered locally continues to be largely irrelevant for a district of our size and our substitute pool remains very shallow. Both prohibit professional development that is off-site or not via the internet.	Registration Fees 5000-5999: Services And Other Operating Expenditures Base $500.00	No cost

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers will continue to be trained in technology based, instructional strategies and use gathered data about technology to make necessary adjustments.	Our small school staff does not include an "IT" person. Duties involving upkeep, updates, software and hardware installation, etc. are collaborative. Likewise, training for technology is done "in house", sometimes with the support of SCOE technology staff.	Registration Fees 5000-5999: Services And Other Operating Expenditures Base $500.00	No cost

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers will receive update training to administer the CAASPP Assessments to students who are eligible to take the test in 3-8 grades.	Teachers were updated regarding current CAASPP testing practices and changes. Our student body is so small that one teacher administers the test for all students. Therefore, the implementation of the test does not require all staff to proctor or	No additional cost	No additional cost

	administer. However, the updates and knowledge needed to prepare students for practice testing and how to navigate the test are distributed among the staff and they are made aware of relevant issues.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Low performing students will continue to receive extra instructional time, or intervention, in reading and math to help improve understanding of grade-level concepts. Low Income students will have priority for interventions times and/or tutoring.	Intervention time gives additional instruction to support students in ELA and math. Due to the "orange' status and decline in scores in both, the teachers felt that more time needed to be devoted to intervention and strategies, especially for low performing and low income students.	No additional cost	No additional cost

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
High performing students will continue to have the opportunity to participate in enrichment courses as provided by the Gifted and Talented Education Program (GATE) if student numbers support the program.	For three years now, the staff has analyzed the data from the CAASPP and determined that there is not sufficient evidence to support a GATE program due to limited number of students performing above grade level. With so few students qualifying for GATE and so many qualifying for intervention with "not met" standards, we cannot justify setting aside time for GATE rather than devoting more time to intervention in math and ELA. Younger students are typically scoring the	Supplies 4000-4999: Books And Supplies Base $300.00	No cost
		Stipend for Coordinator 1000-1999: Certificated Personnel Salaries Base $1,000.00	No cost
		Employee Benefit for Stipend 3000-3999: Employee Benefits Base $212.90	No cost

lowest on the CAASPP and older students tend to score higher. It is the teachers opinion that their time is better spent with the large majority of students not meeting standards rather than the very few that are exceeding the grade level standard. Until such time that overall scores rise in ELA and math, and more students "qualify' with "exceeds standards" intervention emphasized. We will continue to budget for GATE in anticipation of the program returning as scores increase. New CSI funds will allow for the GATE /enrichment programs to be boosted with resources and hands-on materials.

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers and the administrator will collaborate to adjust the master schedule to allow more time for additional instruction in math and reading classes when needed. (LOCAL) Master schedule adjustments will take into consideration how Low Income students will be best served with additional instructional minutes.	Teachers and the administrator collaborated to adjust the master schedule as needed to allow more time for additional instruction in math and ELA. (LOCAL) Master schedule adjustments were taken into consideration regarding how Low Income students would be best served with additional instructional minutes. The staff and administrator also work in conjunction with the resource specialist to better serve our students with IEPs who are often students who are also Low Performing and Low Income.	No additional cost	No additional cost

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Differentiated instruction will continue to be used throughout grade levels to better access the different learning styles of all students and address students performing at all levels of proficiency. (LOCAL)	Differentiated instruction was continued throughout grade levels to better access the different learning styles of all students and address students performing at all levels of proficiency. This is particularly important as our classrooms are all multi-grade level combinations: K/1, 2/3, 4/5 and 6/7/8.	No additional costs	No additional cost

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers will continue to collaborate monthly to share teaching strategies, best practices and success stories in order to promote and celebrate personal and professional success. (LOCAL)	(LOCAL) At monthly meetings, teachers shared information about classroom and instructional practices. Teachers focused on best practices and what strategies were most successful. Teachers also discussed managing and helping struggling students in multi-grade level classrooms and how to best serve students through differentiation and best practices with instructional aides. Our school is very small and most students are shared throughout the day by all teachers and support staff. The collaboration of staff is critical to small school staff in order to support students across grade levels.	No additional cost	No additional cost

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Low performing students will receive extra instructional time, or intervention, in reading and math to help improve understanding of grade-level concepts	Low performing students received additional instruction time, or intervention, in reading and math via the use of one-to-one teacher time and tutoring time with instructional aides, volunteers and mentors.	No additional cost	No additional cost

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The LEA will maintain instructional aide levels (3) in order to support the teaching staff and the implementation of differentiated instruction in classrooms.	The three instructional aides continue to be critical to the implementation of curriculum and standards. McCloud Elementary has a very small teaching staff managing multi-grade level classrooms, so teachers work very closely with instructional aides to make sure students have access to curriculum and differentiated instruction. The LEA maintained 3 instructional aides throughout the school year and each aide provided assistance for students in K-8 grade.	Instructional Aides 2000-2999: Classified Personnel Salaries Title I $14,710.92	Instructional Aides 2000-2999: Classified Personnel Salaries Title I $19,037.05
		Instructional Aide Benefits 3000-3999: Employee Benefits Title I $4,305.89	Instructional Aide Benefits 3000-3999: Employee Benefits Title I $5,572.15
		Instructional Aide 2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) $13,190.00	Instructional Aide 2000-2999: Classified Personnel Salaries Safe After School for Everyone $13,190.00
		Instructional Aide Benefits 3000-3999: Employee Benefits After School Education and Safety (ASES) $3,860.71	Instructional Aide Benefits 3000-3999: Employee Benefits Safe After School for Everyone $3,860.71
		Instructional Aide 2000-2999: Classified Personnel Salaries Locally Defined $13,426.13	Instructional Aide 2000-2999: Classified Personnel Salaries Locally Defined $18,466.00
		Instructional Aide Benefits 3000-3999: Employee Benefits Locally Defined $3,929.83	Instructional Aide Benefits 3000-3999: Employee Benefits Locally Defined $5,405.00

Analysis

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

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

The implementation of goals related to common core standards alignment and best practices for instruction are easy to monitor with such a small teaching staff; however, the daily differentiated instruction for multi-grade level classrooms would not be possible without the collaboration between the teaching staff and instructional aides. Aides make it possible for teachers to work with all students in a rotation format so that they benefit from direct instruction from the teacher and additional support from the aide.   Local training was provided "in house" for common practices, technology support and upgrades and in regard to testing applications. Some training was provided for our new social studies program which is a hard copy newsletter and online application. The challenges we continue to face in regard to professional development are availability of local training, lack of time for participants, shortage of substitute teachers when our teachers are able to be available for training. One teacher did participate in professional development, but it was an online course, so it was workable with her schedule and didn't require a substitute.

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

Due to the very small school enrollment of 60 students and staff size of 4 teachers partnered with 3 instructional aides, we were able to implement standards based instruction to promote student success. The largest combined class this year was the 4/5 class which had 22 students. Instructional aides were assigned to this class for the entire school day in order to ensure that all students had access to curriculum and additional time with the teacher. An aide was also assigned to the K/1 classroom to facilitate beginning reading instruction and give one-to-one instruction to this high needs combination of students. An aide also supported the resource specialist in specialized instructions for students with IEPs. The LEA plans to maintain the number of teachers and aides in order to ensure continued success in curriculum and standards implementation. The state-wide teacher shortage and difficulty staffing the instructional aide positions are a constant concern for the LEA going forward.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Funds that were budgeted for professional development in Goad 2 Actions 3 & 4 were not expended. Teachers did not find professional development that was relevant to our school or our unique school situation and/or they were already committed to other activities and online "free" or "in house" training. The availability of substitute teachers who will commute to McCloud continues to be a factor in registering for professional development. For the third year in a row, the staff opted not to provide a designated GATE class due to lack of students qualifying as "exceeds standards" in state testing. Instead, staff voted to continue intensive intervention in reading and math to support students in improved skills. Consequently, the budgeted amounts for Goal 2 Action 7 were not expended. In 2019-2020 additional funds will be budgeted for GATE & enrichment in anticipation of serving gifted and high-performing students with activities and materials that are "above and beyond" what is offered in the classroom. In Goal 2 Action Action 12 benefits increased due to a salary schedule increase for classified staff from the time of the LCAP budget creation.

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 CAASPP results for 2018-2019 will determine the direction of instruction and and practices for 2019-2020. It is likely that emphasis will continue to be placed on reading and math until the overall scores of both subjects improve and our status and change indicators on the CA Dashboard indicate a "yellow", "green" or "blue" status to show improvement from "orange" which is low.   GATE will be budgeted for 2019-2020 (Goal 2 Action 7) for students qualify with a status of "exceeds standards" in reading and math on CAASPP or who are high-performing and "ahead" in classroom assignments. The LEA will use CSI funds to dedicate a significant sum of money to the GATE program for supplies and STEM kits to support differentiated instruction and hands-on learning. Despite low incidents of professional development in recent years, the staff continues to express interest in training. With the addition of new grant money in the form of the Low Performing Schools Grant Program, there will be additional funds allotted specifically for training (Goal 2 Action 3 & 4) . Due to the increased amount for training, teachers will be able to broaden their search for training outside or our county and possibly travel to bigger conferences and trainings that were previously not options due to expense.   The necessity of instructional aides in our small school which serves students in multi-grade level formats, cannot be over emphasized. The LEA will continue to support the payroll expenditures for 3 aides and the related benefits. Additionally, the LEA will hire a temporary aide with CSI funds to support the new programs that will be implemented in 2019-2020. The budget will increase from the 2018-2019 budget to reflect payroll increases and movement on the payroll schedule (Goal 2 Action 12).

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 3

CONDITIONS OF LEARNING: Course Access: Students will have access to core curriculum, enrichment courses and support services.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Common Core Standards (Lesson plans) SAFE Survey Master Schedule Performance Participation Projects **18-19** Students will continue to have access to core curriculum (ELA, math, science, social studies, visual and performing arts, health and physical education) daily; enrichment classes and support services will be provided as needed. SAFE surveys will continue to show overall satisfaction with the SAFE program. 95% or more of students will participate in school performances. 95% or more of students will complete classroom projects.	Students had access to core curriculum daily. Students participated in various enrichment programs and activities. Support services were readily available for all students and participation rates in core curriculum, enrichment, performances and projects was 95% or better each day.

Expected	Actual
Baseline All students have access to core curriculum. The results of the SAFE survey show overall satisfaction with the SAFE program. Ninety-five percent or more of students participate in school performances. Ninety-five percent or more of students complete classroom projects.	

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students will continue to receive instruction in English language arts, math, science, history and physical education daily.	Students received instruction in all subjects across grade levels K-8.	No additonal cost	No additional cost

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students will continue to have the opportunity to participate in the Safe Afterschool For Everyone (SAFE) program and in enrichment courses such as art, music (instrumental and choral), GATE and athletics. Low Income students receive these programs free of charge through grants or scholarships.	The SAFE program was implemented successfully and participation rates remain very high. Extra curricular activities are linked to SAFE and students sign in to the program in order to benefit attendance numbers and so that students enjoy SAFE and athletics or music programs, such as ukulele. Low income students make up the majority of enrollment in SAFE and extra curricular	SAFE Budget-Supplies 4000-4999: Books And Supplies Safe After School for Everyone $3000.00	SAFE Budget - Supplies 4000-4999: Books And Supplies Safe After School for Everyone $2,124.00
		SAFE Budget-Personnel 2000-2999: Classified Personnel Salaries Safe After School for Everyone $23,730.00	SAFE Budget-Personnel 2000-2999: Classified Personnel Salaries Safe After School for Everyone $23,730.00
		SAFE Personnel - Benefits 3000-3999: Employee Benefits Safe	SAFE Personnel - Benefits 3000-3999: Employee Benefits Safe

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
activities like music and athletics (volleyball, basketball and track). The sports program at McCloud Elementary is a hallmark of our student success. Most, if not all, students get to participate in practice and games. There are no try-outs and any students who works hard at practice will earn play time, improved skills and self esteem through the program.		After School for Everyone $6,974.25 Stipends for athletics 2000-2999: Classified Personnel Salaries Base $3,400.00 Young Imaginations 5800: Professional/Consulting Services And Operating Expenditures Base $4,250.00 Coaching Benefit 3000-3999: Employee Benefits Base $999.26	After School for Everyone $6,974.25 Stipends for Athletics 2000-2999: Classified Personnel Salaries Base $3,400.00 Young Imaginations 5000-5999: Services And Other Operating Expenditures Base $4,750.00 Coaching Benefit 3000-3999: Employee Benefits Base $995.18

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students will continue to receive instruction and support from the following programs as they are available: DARE (Drug Abuse Resistance Education), Bullying Prevention, Project Alert and Positive Prevention. Low Income students will benefit from these programs whose topics may directly relate to issues associated with poverty.	Students received instruction via the support programs except for DARE which remains unfunded. This year students participated in the peer programs - Boys' Council and Girls' Circle to receive social support from peers through structured activities as well as practice in socially appropriate communication.	No additional cost	No additional cost

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Primary students will continue to benefit from interaction with upper grade level students and tutors from the mentoring program. Upper grade level students will benefit from being mentors, tutors	Throughout the year, younger students interact with older students and benefit from the mentoring of upper grade level students. Cross-age learning opportunities are vital to our small school setting with combined	No additional cost	No additional cost

and from the training the mentoring program provides. (LOCAL)	grade level classrooms. Older students also benefit from mentoring younger students by serving as role models and setting positive examples.	

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
McCloud Elementary School will continue to collaborate with the McCloud Community Resource Center (as available) and the McCloud Healthcare Clinic to provide family support services and counseling services to students and families. MES will also collaborate with Great Northern to provide nutritional support to families during school holidays. (LOCAL)	The McCloud Community Resource Center is meeting regularly to provide resources to the children and families of McCloud, but they still do not have a permanent "home" or building. Services from the MCRC continue to primarily benefit the preschool aged children at our school. They are looking to branch out in the future. The McCloud Healthcare Clinic offered support services for students by way of physical health and mental health services (limited). Great Northern continues to be our biggest contributor to student well-being outside of school hours. They provided snack bags prior to every school vacation and stocked our snack pantry for students which enabled kids to take home snacks and small meals when they are hungry. Low income student benefit from this program as they often need nutritional support above and beyond the two meals and snack that are provided at school daily. This year students received support in mental health from Remi-Vista in their peer counseling groups - Girls' Circle	No additional cost-Resource center will support cost associated with these services	No additional cost

	and Boys' Council. Students were selected for these groups based on need and home life/situations, etc. as designated by staff and parents (permission required).

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Analysis

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

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

Teachers and support staff provided instruction in all academic subjects school-wide (K-8). Students benefited from participation in the SAFE program and several extra-curricular activities and enrichment activities that are offered after school and throughout the school day. McCloud Elementary, in collaboration with community members and organizations, provided students with additional social-emotional support via anti-bullying curriculum, nutritional support and mental health support. Mental health services were added this year in partnership with Remi-Vista with the addition of the peer counseling groups - Boys' Council and Girls' Circle. Utilizing peer support between older and younger students is another way that the staff can offer students emotional support from peers.

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

The current curriculum combined with recent purchases of support materials, make the overall effectiveness of our core academic program very strong. The SAFE program effectively provides enrichment and a safe place for students to go after school. They also provide the means for students to participate in sports. Our support services for health and wellness effectively address issues not encompassed in the core curriculum.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The only material differences in Goal 3 occurred in Action 2 (a) where SAFE supply expenditures decreased due to less spending on supplies than anticipated. The budget expenditures related to SAFE personnel and benefits were exactly as planned (Actions 2 (b)(c)(d)) with a minor decrease in stipend benefits for coaching Action 2(f). The expenditure for Young Imaginations increased due to an increase cost of the program from $4,250 to $4,750 (Action 2 (e)).

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.

McCloud Elementary School (LEA) will increase expenditures in SAFE salaries in Goal 3 Action 2 to reflect increased in hourly rates for the coordinator and aide. The expenditures for supplies will be based on this year's final expenditure number and inflation of program costs. No other changes will be made to Goal 3 as the current actions have proven to be beneficial to the students and existing programs at the LEA.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 4

PUPIL OUTCOMES : Student Achievement: All students will demonstrate increasing proficiency in all academic content areas.

State and/or Local Priorities addressed by this goal:

State Priorities:　　Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator California Dashboard California Assessment of Student Performance and Progress CAASPP Results 5 by 5 Indicator Chart Report Cards **18-19** 45% of all students will be near proficient or above as measured by the CAASPP Assessment. The LEA does not have a significant EL group (currently 0%) and therefore the metrics that support the EL population are not included.	Teachers and aides used information (data) gathered from various local and state assessments to guide instruction and support student achievement. Based on metrics used for GATE eligibility, it was determined that not enough students qualified for GATE in order to justify expenditures away from intervention. Teachers opted to increase intervention time for all students in math and reading due to our "orange" indicators status in ELA and math on the CA Dashboard. CAASPP scores showed that 32% of students tested were proficient (Standard Met) or advanced (Standard Exceeded) in reading which was a 6% decline from last year's scores in ELA. Forty-seven percent (47%) of students "Nearly Met" the standard in reading. In math, 27% of students tested were proficient (Standard Met) or advanced (Standard Exceeded) which was a 10% decrease from last year's scores; however, the number of students who "Nearly Met" the standard was 47% which was a 10% increase in those moving towards meeting the standard. The LEA lacks data for subgroups in all but two classes (3/4) because the student numbers are statistically insignificant. The LEA lacks data for The EL subgroup as a reflection of the 0% enrollment of EL students at McCloud Elementary.

	Expected	Actual

Expected

Baseline
2016-17 CAASPP results:
25% of students were proficient or above ("met or exceeded standard") in math;
31% of students were proficient or above ("met or exceeded standard") in ELA;

The overall status, according to the CA Dashboard and 5x5 indicator is a "yellow" status for math and an "orange" status for ELA.

Actual

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers will continue to use data from prior years' testing in addition to current assessments from the curriculum, classroom tests and Accelerated Reading assessments to evaluate/monitor student learning.	Teachers used data from various assessments including curriculum assessments, CAASPP and Accelerated Reader STAR comprehension tests to evaluate and monitor student learning.	Accelerated Reader Annual Fee 5800: Professional/Consulting Services And Operating Expenditures Base $3,109.00	Accelerated Reader Annual Fee 5000-5999: Services And Other Operating Expenditures Base $2,260.00

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers will update their understanding of the CAASPP Assessments and make changes in instructional strategies, classroom environment, and use of technology as needed. Computers will be purchased to upgrade the school-wide system of technology.	Teachers were updated as needed on CAASPP assessments, browser changes, interim testing options and the science test for 5th and 8th grade. Ten new Chromebook computers and a charging dock were purchased to increase student access to online curriculum and data. Brainpop and	Computer Hardware 4000-4999: Books And Supplies Base $2,000.00	Computer Hardware 4000-4999: Books And Supplies Base $ 2,006.86
		Software 5800: Professional/Consulting Services And Operating Expenditures Base $100.00	Software/Hosting online 5000-5999: Services And Other Operating Expenditures Base $405.00

Brainpop Jr. were purchased as online platforms for learning in grade levels K-8. More money should have been budgeted for that purchase in 2018-2019 but it wasn't caught on the completion of the LCAP and budget; therefore, there will be a material difference on this action.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers will analyze CAASPP Assessment data to address school needs.	Teachers analyzed CAASPP results to address student needs and intervention schedules. Teachers maintain an ongoing awareness of how our small student numbers are not considered relevant according to system analysis and yet can be skewed heavily by one or two students.	No additional cost.	No additional cost

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional development will be provided based on school needs.	Professional development remains largely "in house" and online at this point. No professional development opportunities offered locally appealed to the teachers. No teacher is currently taking part in ATE as they were last year, but one teacher did take a mindfulness PD course online as noted in Goal 1. Training for the new social studies curriculum, Studies Weekly, was free and conducted "in house".	Registration fees 5000-5999: Services And Other Operating Expenditures Base $500.00	No cost $0

Analysis

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

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

GATE was suspended for the third year in a row after CAASPP results data was analyzed to reveal only 6 of the students tested (45 ELA/47 Math) would be eligible. Teaching staff opted to increase intervention for reading and math because overall scores were down, rather than divert time and resources to GATE. Math and reading intervention were successfully implemented school wide by teachers and aides mostly in regular education and resource classrooms to accommodate the changed schedule of the resource teacher and aide. Training for CAASPP involved primarily updating teachers and aides on the new practice test formats for students and the interface changes. Training locally is easy to implement as the LEA only employees 4 teachers and 3 aides (2 instructional). The purchase of new Chromebook computers and docking station allowed internet access to more students because the small laptops are mobile and not stationary. A challenge the LEA continues to face is finding professional development opportunities that are of value to our staff and our unique school community of multi-grade level classrooms. Most professional development events are geared towards bigger schools with much bigger staff and curriculum departments which McCloud Elementary does not have.

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

Testing strategies and data were used effectively to guide instruction and stay up to date on current CAASPP protocol and interfaces. Small group interactions among staff and on-campus training were effective methods to update current teaching practices and procedures, but larger scale professional development did not take place. No teachers participated in ATE this year, but one participated in an online training in mindfulness as noted in Goal 1 of the Annual Update.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was a significant difference in expenditure for Goal 4 Action 1 in that Accelerated Reader costs decreased from the projected $3,109 to $2,260 due to a discount offered from Renaissance Learning. An Action 2(a) of Goal 4, there was $2,000 budgeted for new computers and the actual amount spent came in slightly over budget at $2,006.86 which included ten computers and one charging station. An error was made in last year's Goal 4 Action 2(b) portion of the LCAP. It should have budgeted for the purchase of BrainPop and BrainPop Jr., but instead budgeted only $100 dollars which fell far short of the actual expenditure of $405.00 for Action 2(b). Finally, Goal 4 Action 4 budgeted $500 for professional development but it remained unspent because teachers did not participate in professional development. Professional development for Studies Weekly took place, but it was free and in-house training during collaboration days.

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.

For the 2019-2020 school year, Goal 4 Action 1 will budget $1,000 for ESGI, and online assessment platform for primary students. More computers and accessories will be purchased (desktop,Chromebooks, printers, projectors, SMART board,etc.) to meet the goal

of one computer per pupil in the school & updating technology in classrooms; this will be reflected in Goal 4 Action 2(a) of the LCAP. In 2019-2020 teachers will have more available funds for professional development due to the LPSGP grant which will enable them to seek professional development less locally and in greater distance, including travel expenses. Hopefully the additional funding will allow teachers to seek out opportunities for professional development that were out of reach previously due to cost.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 5

PUPIL OUTCOMES : Other Student Achievement: Multiple measures of student achievement will be used as indications of learning and success.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
                     Priority 6: School Climate (Engagement)
                     Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Attendance Reports (Aeries) Behavior Reports/ Referrals Report Cards Performance Participation	Teachers used existing methods of assessment and rubrics to analyze student achievement. Observations of performances and participation were also included as a metric of achievement. Evaluation of non-standard curriculum products, such as artwork and projects were also used to measure progress. Participation in athletics and instrumental music provides a measure of student success as well. The attendance rate (as of 4/10/19) was 94% The chronic absenteeism rate was 13% The suspension rate was below 4 at 3 suspensions The expulsion rate was 0% The middle school dropout rate was 0%

	Expected	Actual

18-19 Traditional and innovative methods of assessment, such as performance tasks and attendance percentages will continue to provide a diverse analysis of student achievement. Ninety-six percent (96%) of all students will attend school. Chronic absenteeism will be reduced by 1% of our total student population. Continue to keep suspensions to below 4 per year Continue to keep expulsions to 0 per year. The middle school dropout rate will be maintained at 0%. **Baseline** Traditional and innovative methods of assessment, such as performance tasks and attendance percentages provide a diverse analysis of student achievement. Attendance Rate: 94% Chronic Absenteeism: 4% of enrollment Suspensions: 0 Expulsions: 0 Middle School Drop Out Rate: 0	

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Report cards will continue to reflect student learning and effort and will help guide teachers in the	Report cards were used as the main record of student progress, learning and effort. Academic	No additional costs	No additional cost

development of individualized instruction based on student needs. A grade point average of 3.0 will be considered an indication of performance at grade level proficiency.

progress is reflected in report cards as well as reporting of attendance and citizenship. In addition to report cards, the STAR reading assessment provides additional information about students' reading comprehension.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Instrumental and choral performances will continue to demonstrate the students' level of participation and commitment to the music program. (LOCAL)	Students participated in instrumental, choral and Taiko performances. Nearly 100% of students participated in music in grades K-8. Rather than perform in a traditional holiday concert, students caroled around the community to senior citizens as a community outreach project.	No additional costs	No additional cost

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Exhibitions of artwork throughout school, in classrooms and in the community will continue to measure the students' learning of art concepts as well as the level of participation and commitment to the art program. (LOCAL)	Student work was exhibited throughout the school year in classrooms and in the hallways. Artwork, projects and assignments are prominently displayed all year long. Work from classrooms and the SAFE program are on display. The LEA paid an art teacher to give instruction to primary students in various techniques and mediums.	No additional costs	No additional cost

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Participation in athletic practices and team oriented, will continue to measure students' commitment to a team, goal setting and skill building. Sportsmanship and citizenship displayed during sporting events will also be a measure of student achievement. (LOCAL)	Students in 4th through 8th grade participated in volleyball, basketball and track. No tryouts were required; all students who attended practice and put forth effort were allowed to participate. Players learned new skills in each sport, bettered their level of competition and won awards for demonstrating good sportsmanship and winning games in league play. The sports program is run in conjunction with the SAFE program in order to provide students with a snack and a safe place to be before and after practice.	Donations cover cost of program	No additional cost

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Analysis

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

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

Teachers successfully implemented the use of report cards, assessment results and evaluations of student projects, performances, presentations and athletic participation to guide student learning and success.

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

The various sources of output and data effectively measure student learning and success via traditional methods (report cards) and non-traditional methods (performances). A measure of overall effectiveness in student achievement is reflected in the relatively low absentee rate, low suspension and low expulsion rate. This year our absentee rate was higher because of a student who was on independent study and failed to complete it. Due to the incomplete study, the student racked up 25 absences. Because our numbers are so small, one or two students with many absences can have a dramatic effect on our absentee rate. We have a few students who live in other towns and commute to our school. During the winter months this year, many families were unable to transport their

children to school due to excessive snow and lack of transportation. Our school did not close on the snow days, so there were more absences due to families being plowed in or stuck in the snow.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A (No associated costs with this goal)

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.

Due to the success of the Accelerated Reader STAR assessment, the LEA will upgrade to the full suite - Flow 360 which includes math assessments, practice and individualized progress reports. This will provide additional data to teachers regarding students' math skills and areas of strength and weakness. No other changes will be made in this goal.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 6

ENGAGEMENT: Parent Involvement: Parents will be invited to participate in student activities and provide input regarding student programs.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Sign-in/ roll sheets at formal meetings and events Annual Survey Responses **18-19** All parents will be given an opportunity to become members of the School Site Council, to participate in Local Control Accountability meetings and school board meetings. Parent participation at formal meetings will increase. Return rate and response to annual surveys will be 95% or higher.	School staff are welcoming and supportive of parent participation. Parents were invited to participate in School Site Council meetings, Local Control and Accountability meetings, school board meetings and school events. Participation rates at formal meetings such as School Site Council and board meetings remain low, but participation in classroom volunteering, field trip chaperoning and school events (music performances, Open House and Back to School Night) remain high with 95-100% of parents attending. Parent surveys are returned with close to 100% rate each year and serve as the main source of parent input.

	Expected	Actual
Baseline	All parents are given the opportunity to become members of the School Site Council, to participate in Local Control Accountability meetings, and school board meetings. < 10% parent participation at formal meetings (school board, school site council and Parent Teacher Organization). > 95% return rate and responses to annual surveys.	

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
McCloud Elementary School will continue to support our parent and community volunteer program. Volunteers will be acknowledged publicly at monthly assemblies, at school events, in the local newspaper, on our website and with thank you letters, notes, and special certificates.	Parents and community volunteers are highly visible throughout the school and in all grade levels. We continued Mountain Mentors this year. Each day of the week, elders from the community come in to volunteer in classrooms to provide social-emotional and academic support to students. We also had a high school student come in this year to help in classrooms and tutor students.	No additional costs	No additional cost

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The School Site Council will continue to consist of staff, parents, and community members. McCloud Elementary School will	The regularly scheduled School Site Council meetings are paired with collaboration days to make them easier to remember and to	No additional costs	No additional cost

support parents and community members by meeting at dates and times that accommodate their schedules.	increase the opportunity for parents, staff and community members to come. However, participation remains low and we usually only have teachers attend meetings. Monthly reminders are sent out via traditional mail, email and they are posted on our website.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parents will continue to be encouraged to attend board meetings and give input about school policies and expenditures.	Parents are notified of all board meetings and encouraged to attend to express interest in programs or concerns.	No additional costs	No additional cost

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent-Teacher conferences will continue to be scheduled in December of each year, but will also be arranged as needed to support students' progress, intervene when necessary, and/or discuss concerns.	Parent-Teacher conferences were well attended in November/December. If needed, teachers met with parents outside of the regularly scheduled times in order to accommodate work schedules or conflicts.	No additional costs	No additional cost

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The Parent Teacher Organization (PTO) will continue to raise funds for special programs or field trips and make decisions regarding the expenditure of those funds. Parents will be actively invited to	The PTO funded many field trips and actively raised funds for students all year. The PTO is welcoming and supportive of parent participation and actively encourages parents to join the	Parent Teacher Organization will support	PTO supported

join the PTO and participate in fundraisers and plan events for students.	organization throughout the year. The PTO conducted fundraisers with students this year to provide future funding for trips and special programs (ie. reptile show)

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parents will continue to be invited to and welcomed to Back to School Night Dinner, Open House and Ice Cream Social, monthly awards assemblies and musical performances.	Parents were invited to Back to School Night, Open House & Ice Cream Social, the Scholastic Book Fair, Monthly awards assemblies and the Taiko performance. Parent attendance at these events exceeded 90%.	Parent Teacher Organization will support	PTO supported

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.

Volunteer rates remain high at McCloud Elementary. Many parents are unemployed and have time to be in student classrooms. We continued Mountain Mentors this year and each day an elder volunteer from the community came to school to support designated students in academics as well as provided social-emotional support if needed. Regularly scheduled meetings are held in a timely fashion and are not skipped or rescheduled (SSC and board) to allow for parents and community members to attend. Informal gatherings are promoted and parents are encouraged to attend regularly with high attendance results. Challenges continue to present themselves in regard to formal meeting attendance as numbers remain low at these meetings. Because attendance at SSC meetings and board meetings remain low, the LEA relies heavily on parent surveys which are returned at the rate of 95% or better each year. Students receive an incentive for returning parent surveys and that increases the percentage returned.

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

Overall, parent attendance measures the success of parent involvement. Statistically. our informal gatherings and events are well attended with 95-100% of families attending. Strategies to recruit parents and gather input for formal meetings have been exhaustive but ineffective with attendance remaining below 10%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A (No associated costs with this goal)

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 LEA will continue to actively recruit parents to councils and encourage them to attend meetings. There will be no material changes associated with this action.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 7

ENGAGEMENT: Student Engagement: Students will be supported academically, socially and emotionally at McCloud Elementary School.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Attendance Reports (Aeries) Participation Levels (sign -in) Student Surveys **18-19** Students will continue to be empowered by their role as stakeholders in the McCloud Elementary School community and by the culture of support. Attendance rate will continue to be 94% or higher. Students participation rate in athletic events and performances will continue to be 95% or higher. Students surveys will continue to show a 100% response rate.	Students at McCloud Elementary are active participants in their education. Students were supported in academic achievement as well as in their social-emotional development. Students at MES exhibit pride and ownership in their activities. Students are awarded at monthly assemblies for their academic achievement, citizenship and going "above and beyond" in participation. Many students participate in sports and most are enrolled in SAFE. Students' responses on surveys indicate that they are satisfied with the school programs.

Expected	Actual
Baseline Attendance Rate: 94% > 95% student participation rate in athletic events and performances. Student Surveys: 100% response rate.	

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Student attendance will continue to be encouraged and supported through individual and public acknowledgment at assemblies, conferences and in the local newspaper.	Attendance was encouraged and "perfect attendance" was rewarded at grading period assemblies. Students are acknowledged via newsletter, emails and social media accounts.	Supplies 4000-4999: Books And Supplies Base $175.00	Brag tags 4000-4999: Books And Supplies Base $212.38

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Student engagement will continue to be measured by a low number of absences and high or perfect attendance rates. Engagement will also be measured by low chronic absentee rates.	Attendance was good overall (94%), but due to a special circumstance and a high snow fall this year, our chronic absentee rate was 13% which is not ideal. One student requested an independent study for an 8 week period, but failed to complete the study; therefore, he accumulated 25 unexcused absences. In addition to that special	No additional costs	

circumstance, we experienced several days of heavy snow and many parents were unable to get their children school due to being plowed in or not having snow worthy transportation. We did not close school for any heavy snow days, but parents were not all able to get their children to school on those days. Students who maintained their good-excellent attendance were acknowledged and rewarded.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Student engagement will continue to be measured by participation rates in school sponsored extracurricular activities such as athletics, music, art, student groups/clubs and participation in SAFE activities. (LOCAL)	A high percentage of eligible students participated in volleyball, basketball and track. The volleyball team took 1st in league and the basketball teams took 2nd in league. All students participated in music and art; nearly 100% of our student body is enrolled in the SAFE program.	No additional costs	No additional cost

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Monthly citizenship and daily Pat on the Back awards will continue to measure student engagement and encourage and reward positive behavior. (LOCAL)	Students were acknowledged at period assemblies for going "above and beyond" before, during and after school. Pat on the Back awards were given to these students. The awards accumulate monthly and can be used to select prizes from our award store.	Supplies 4000-4999: Books And Supplies Base $175.00	Brag Tags 4000-4999: Books And Supplies Base 212.38

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Student engagement will continue to be measured by annual student surveys that will address school culture, safety, curriculum, instruction, and engagement.	Students were surveyed in April about school culture, safety, classwork, teachers and school activities. They were also given the opportunity to have input on expenditures that would benefit student success. Students are democratically included in decisions at the LEA whenever possible.	No additional costs	No additional cost

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 attendance, citizenship and Pat on the Back incentives encourage students as well as reward them for success in each of these areas. Students are also acknowledged for their efforts in athletics, music and extra curricular activities. Average daily attendance was impacted this year by a special circumstance involving an incomplete independent study which resulted in excessive unexcused absences (25) for the student. In addition to the failed independent study, we had a heavy snowfall and many parents were unable to get their children to school. The school did not close for any snow days and a large portion of the student body didn't make it to school for a few days of heavy snow. When enrollment numbers are so small (60 students), it does not take many absences to result in a lowered ADA or increase in absenteeism.

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

The overall success of the incentive programs and student support are evident in the effort and pride that students display in their work and exhibit in their musical and athletic performances. Weather related issues and extenuating circumstances involving an independent study as well as absences due to flu were challenges faced by attendance coordinators; the result being an increase in chronic absenteeism.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences in Goal 7 Actions 1 & 4 are not significant and due to a little more money being spent on incentives/prizes and Brag Tags which is our school-wide reward system. The budgeted amount for both actions was $175, but slightly more was spent at $212.38 for each action. The prize store needed to be restocked near the end of the year so the amount budgeted was not quite enough.

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 LEA will not make any changes to the incentive program or engagement programs. The same amount of money will be budgeted in Action 1 & 4 as the amount seems to be sufficient for the purchase of prize items.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 8

ENGAGEMENT: School Climate: Students will be educated in a safe, nurturing learning environment that encourages positive behavior.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Attendance levels of family at events (sign in) Annual Parent Survey Results **18-19** 95% or more of parents will participate at school events and parent-teacher conferences. Students, staff and parents will continue to report a high level of satisfaction with the overall school environment. Annual surveys of parents and students will indicate a high level of satisfaction in regard to safety, culture and school policies. 95% or more of the annual surveys will be returned.	Parent and student surveys, personal meetings, and collaboration revealed that the majority of parents, students and staff members were satisfied with the school culture and climate. McCloud Elementary School had 3 suspensions and zero expulsions. The behavior policy is followed by all staff members and students understand the expectations and consequences related to the policy. Part of the behavior policy, newly implemented, was Hawk Talk - a system of steps for students to resolve conflict with each other. Parents are surveyed in the spring and they have an opportunity to comment on safety, facilities, school culture, involvement, curriculum, sports and music. The LEA continued its collaboration with Mountain Mentors, a group of volunteers from the community. They supported teachers and students in extra academic and social-emotional support for students. A Health Assistant position was continued this year. The assistant screened students for lice once a week and supported students and families in treatment. We saw a dramatic decrease in incidents of lice this school year.

	Expected	Actual
	Baseline > 95% parent participation at school events and parent-teacher conferences. Students, staff and parents report a high level of satisfaction with the overall school environment. Annual surveys of parents and students indicate a high level of satisfaction in regard to safety, culture and school policies. > 95% return of annual parent surveys.	

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Suspension and expulsion rates will continue to be kept low with the school wide behavior policy. The policy supports positive behavior and discourages suspension through alternative consequences such as one-on-one counseling with a teacher or the principal, as well as referrals to counseling services as needed.	As of April 10, 2019 there were 3 suspensions and 0 expulsions. Every effort is made to keep students in class and on campus by using positive behavior strategies and consequences that keep students at school. Only serious offenses result in suspension. Students are counseled by the teachers and/or the principal and referrals to outside services are made if necessary.	No additional costs	No additional cost

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers, staff, and the administrator will continue to	Teachers, support staff and administration work together to	No additional costs	No additional cost

collaborate in order to keep rules, procedures and consequences consistent and fair across the grade levels in order to prevent suspension and expulsion.	ensure that the Behavior Policy protocol is followed. Teachers supported each other in classroom and behavior management and students were rarely referred to the principal for extended consequences such as detentions.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Violence will continue to be discouraged at McCloud Elementary School. Students who participate in violent acts will be dealt with fairly, consistently and swiftly.	Violence is extremely rare on campus, but there is zero tolerance when it occurs. Any act of violence is met with suspension, counseling and parent conferences.	No additional costs	No additional cost

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
DARE (when available) and the Bullying Prevention Program, as well as classroom activities which promote compassion and address bullying, will continue to promote a positive school culture that discourages all forms of bullying and disrespect. (LOCAL)	The bullying prevention program as offered by Siskiyou County Domestic Violence Center was presented to the students in K-8 throughout the school year. Students learned about healthy and positive relationships, how to identify bullying, how to stop bullying and how to report bullying. Positive school culture and respectful behavior are promoted school wide and reinforced with Character Education and citizenship goals for each grading period. Students also benefited this year from participation in Girls' Circle and Boys' Council - peer counseling groups provided by	No additional costs	No additional cost

| | Remi-Vista for mental health services. | | |

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The perception of the school climate, including the level of satisfaction that parents, staff and community members may have in the areas of safety, school culture, engagement and involvement, will continue to be measured by an annual survey of these stakeholders.	Parents were surveyed in the spring and the majority of responses reflect satisfaction with school programs, safety, facilities, culture, involvement, curriculum, sports and music. Additional comments are encouraged on surveys which are anonymous and nearly 100% are returned. The survey is the main source of stakeholder input due to low attendance at formal meetings like SSC and board meetings.	No additional costs	No additional cost

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The LEA will contract with SCOE Health Services Department for additional school nurse days in order to provide the students & teachers with additional support services.	The LEA benefited from increased services from the school nurse. The nurse was able to conduct hearing and vision screenings as well as review files and follow up on health concerns or immunization issues. The nurse supported sex education programs in addition to educating younger students about hygiene and adolescent issues.	Additional nursing days (2) 5800: Professional/Consulting Services And Operating Expenditures Supplemental $864.14	Additional nursing days (2) 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $864.14

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

McCloud Elementary will continue to partner with the Mountain Mentors to offer social-emotional and academic support to students in all grade levels.	The Mountain Mentor program was implemented again this year for the entire year. The volunteers provided academic tutoring in subjects and social-emotional support to struggling students. Teachers partnered with the mentors to make the best pairings between volunteers and students.	No additional cost	No additional cost

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The LEA will provide a Health Assistant to monitor the occurrences of lice in classrooms and to assist the nurse and families with treatment of the lice and related issues. The Health Assistant will work with the school nurse to provide information to families and keep the nurse apprised of health concerns.	For the second year in a row, the LEA provided a Health Assistant to monitor the occurrence of lice in the classrooms and assist parents in acquiring prescriptions from the school nurse for treatments to eradicate the lice. The assistant also monitored students with lice and reported back to parents on success of treatment.	Stipend for Health Assistant 2000-2999: Classified Personnel Salaries Supplemental $1,000.00	Stipend for Health Assistant 2000-2999: Classified Personnel Salaries Supplemental $1,000
		Stipend Benefit 3000-3999: Employee Benefits Supplemental $268.60	Stipend Benefit 3000-3999: Employee Benefits Supplemental $268.60

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 school-wide behavior plan is implemented successfully on a daily basis across grade levels and by all staff members for continuity and consistency. Hawk Talk was implemented successfully to give students tools to work on conflict resolution with peers. Good citizenship is acknowledged school-wide and encouraged via the implementation of our Character Education program. In addition to character education the staff also implements anti-bullying, anti-smoking and anti-drug campaigns. The LEA contracts with SCOE Health Services for two additional nursing days to provide additional support for students; however, there are many needy children and not all needs can be met. Mental health services have been lacking for years, but this year the LEA partnered with Remi Vista to provide peer counseling and group counseling via Boys' Council and Girls' Circle. The LEA strives to address the most pressing concerns of our student population. The Mountain Mentors volunteer program was present the whole school year. The community group of volunteers helped students by supporting them academically and socially-emotionally. The Health Assistant position

provides students and families with additional support in eradicating lice when present in families. The incidents of lice have dramatically decreased and parents are secure in the knowledge that the school has addressed the issue and taken preventative measures.

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

The overall effectiveness of the students' engagement-climate-support goal is reflected in the low occurrences of bullying incidents, lack of violence on campus, few behavior problems and the rarity of suspensions. There have been no expulsions in decades at McCloud Elementary and out of school suspensions are very rare. Parents and students both report high levels of satisfaction in regard to school climate and environment.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences. Expenditures were exactly as budgeted.

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.

No actions or services will change in this Goal. All actions are successfully implemented and will be supported in the future.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

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

Board Meetings:
At the regularly scheduled board meeting on August 8, 2018, the administrator notified the board that the county is getting LCAP funds that will be distributed among the schools in the county. McCloud Elementary's share is $6,512.64. The administrator also reported that the addendum for the LCAP that was due August 15, 2018 was pushed back to July 1, 2019. (Questions and comments were recorded, if any)

At a regularly scheduled board meeting on November 14, 2018, the administrator presented the local indicators for priority 1-3 and 6-7 of the California Dashboard. All priorities met the criteria in the following areas: appropriately assigned teachers, access to curriculum-aligned instructional materials, safe & clean functional school facilities, implementation of state academic standards, parent engagement, school climate and access to broad course of study.   (Questions and comments were recorded, if any)

At a regularly scheduled board meeting on February 13, 2019, the administrator presented the Expenditures Per Goal for LCAP 2017-2020. She reviewed Goals 1-8 and highlighted the planned expenditures in each area of review. At this meeting, the Low Performing Students Block Grant (LPSBG) plan was presented and approved and will be included in the LCAP for 2019-2020. The funds are approximately $11,000 and is one-time funding to increase or improve services for identified pupils. (Questions and comments were recorded, if any)

At a regularly scheduled board meeting on March 13, 2019, the administrator presented the Annual Update to the LCAP. She passed out several different handouts with charts of target funding components. The administrator also presented an overview of the California Dashboard in areas of student population, academic performance and engagement as well as conditions of learning and climate. (Questions and comments were recorded, if any)

At a regularly scheduled board meeting on April 10, 2019, the administrator reported that she was working with staff, parents, community and students to gather ideas on how to spend newly granted funds (CSI) in the amount of $166,000. The purchases of new FOSS kits for K-8 was discussed. Parent and student surveys were being reviewed for ideas on expenditure of the new funds as well. The purchse of Renaissance Flow 360 was approved and will be funded by LPSBG and CSI funds which will be outlined in the plan for LPSBG and the LCAP. (Questions and comments were recorded, if any)

At the regularly scheduled board meeting on May 8, 2019, the administrator presented the board with a plan which incorporates the new CSI funds into the LCAP; some into existing goals and some into new goals. She provided a hand out listing several areas of need and how she would like to spend the monies for those needs. The ideas for the expenditures have come from staff, parents and students via meetings and surveys. All areas of needs and goals align with standards for each grade level as well as school-wide needs and standards. (Questions and comments were recorded, if any)

At a regularly scheduled board meeting on June 12, 2019, the 2019-2020 budget and LCAP/SPSA were presented and a public hearing held to allow public comment.
(Questions and comments were recorded, if any)

At a special board meeting held on June 19, 2019, the 2019-2020 budget and LCAP were approved by the board.

School Site Council (SSC) Meetings:

At a SSC meeting on October 4, 2018, the council was reminded that the LCAP serves as the Single Plan for Student Achievement (SPSA) at McCloud Elementary. The LCAP is the main budgetary plan and "calls out" within in its pages that it serves as the SPSA for the district. The school board approves the double duty of the LCAP as SPSA. The SSC reviewed the CA Dashboard and its purpose. The admin noted that there will be minor changes to the grid and that updates on local indicators are taking place and are due by November 16th to the CDE. (Questions and comments were recorded, if any)

At a SSC meeting on December 6, 2018, the council reviewed the LCAP/SPSA updates. The admin reviewed the local indicators within the LCAP: Basic Services, Implementation of State Academic Standards, Parent Engagement, School Climate, Access to Broad Course of Study (N/A) and Outcomes of Broad Course of Study (N/A). She reviewed some of the goals contained within the McCloud Elementary LCAP, including: purchasing curriculum, maintaining aide levels, providing extra nursing days, and partnerships with community organizations to name a few. At this meeting, the CA Dashboard was also reviewed and more detail was given on the 5x5 Dashboard that reflects the school's STATUS and CHANGE in regard to testing and local indicators such as suspension and attendance. The admin discussed the five levels of "status" and the five levels of "change". She explained that local indicators are the LEA's analysis of meeting standards in the priorities: 1,2,3,6 & 7. The LEA "MET" all priority standards as compare to "Not Met" or Not Met for Two or More Years" which are the three levels of criteria. (Questions and comments were recorded, if any)

At a SSC meeting on January 17, 2019 the administrator distributed the Goal Chart which listed and abbreviated the highlights of each of the 8 goals as per the 8 State Priorities of the LCAP. She discussed the highlights and reported that she had started the Annual Update portion of the LCAP which reflects the plan for expenditures versus the actual expenditures in the LCAP. The admin noted that one significant change that will be noted in the Annual Update was in Goal 1 in the sub category of "facilities". Rather than designate more money for the roof project, the facilities portion of the goal will reflect a need for playground and parking lot resurfacing. The administrator also reported that a new version of the LCAP had been approved. At this meeting, the purchase of math curriculum was also discussed in regards to the funding set aside for that purpose. Teachers expressed that they were currently happy with their curriculum and that new GO Math was being used in 4-8 grades. The general consensus was that no one

wants to spend money on new curriculum, but perhaps on intervention math materials instead to support the current curriculum. "New Math" is set to be approved by the state in 2020-2021 and the staff agreed it might be best to wait and see what is new before buying more curriculum in math. (Questions and comments were recorded, if any)

At a SSC meeting on February 14, 2019, the administrator reminded the council of the expenditures listed in the LCAP and requested input on any Goals and/or Services. The staff expressed a desire to see changes in the music program. Other than the input on music, teachers did not have specific input on expenditures. Concern was expressed about purchasing new curriculum just to "sit on shelves" and most of the council felt that monies would be better spent on hands-on items for students and technology. Teachers also expressed wanting to purchase more teacher made curriculum from Teachers Pay Teachers. Also presented at this meeting was the Low Performing Students Block Grant (LPSBG) as approved by the school board. The grant will purchase intervention programs in reading and math for all students. Additional technology to support the intervention programs will also be purchased. Expenditures based on the LPSBG will be included in the LCAP and be aligned with goals and services. (Questions and comments were recorded, if any)

At a SSC meeting on March 21, 2019, the administrator presented the Annual Update portion of the LCAP explaining planned expenditures versus actual expenditures. Narratives are included in the Annual Update for each Goal. Narratives explain differences between what was planned and what was expended as well as any changes that will be made in the future.   The admin noted that the narrative will reflect a continuing struggle to spend professional development money for several reasons: funding, local availability and substitute teacher shortages.   Parent and student surveys were presented for council review and input on changes, if needed. One change that was added to both surveys was a question about CSI grant fund expenditure ideas for enrichment and education. Teachers again expressed their desire for math monies that were budgeted to be spent on math intervention curriculum rather than books. Teachers feel that students need an independent program they can access within multiple grade-level classrooms and teachers need an additional assessment tool. The administrator also presented the CA Dashboard performance overview to the council. The admin explained that the dashboard can be misleading in regard to progress or regression due to our small student population and "statistically insignificant" numbers for almost all grade levels tested. Due to small numbers of students testing, some information cannot be calculated while other information may be skewed heavily one way or the other because one or two students can have a drastic impact on results. Chronic absentee and suspension categories are also dramatically impacted by small student numbers. It only takes one or two students missing many school days to impact overall numbers resulting in "red" or "orange" status. (Questions and comments were recorded, if any)

At a SSC meeting on April 25, 2019, the administrator presented the completed Annual Update with narratives to the council. She also reviewed new or modified goals and actions in the LCAP for 2020-2021. The results of the parent and student surveys reflected a desire for update technology, hands-on curriculum, STEM materials, GATE activities and more science labs. All stakeholders expressed concern about purchasing more traditional curriculum that will be shelved rather than spending money on hands-on materials that students and teachers can use to enrich the curriculum already in use at the school. Also at this meeting, the staff was trained by Stewards of Light for prevention of child sexual abuse. (Questions and comments were recorded, if any)

At the final SSC meeting on May 23, 2019, the final draft of the LCAP was presented to the council. Expenditures related to goals and actions were reviewed and the administrator recommended that the council approve the draft for presentation to the school board for final approval. The SSC approved the LCAP as the budget document for the LEA and the Single Plan for Student Achievement. The draft will be presented to the public and the board on June 12, 2019 and approved by the board on June 19, 2019. (Questions and comments were recorded, if any)

Collaboration Day Meetings (Correspond with SSC meetings):

At a Collaboration Day meeting on September 6, 2018, a curriculum check-in was conducted to measure the usage and implementation of the online curriculum for science (Discovery Science) and social studies (Studies Weekly). Science lab schedules with Jason Singleton were reviewed and field trips were discussed. The music schedule for the year was also discussed with some staff expressing dissatisfaction with the choral portion of the music program. Taiko and ukulele are valued, but most staff would like to discontinue the choral piece and Christmas carol as a community outreach rather than school performance. A teacher shared her training on Mindfulness and usages in the classroom. She offered to work with other classes on Mindfulness if staff requested it. (Questions and comments were recorded, if any)

At a Collaboration Day meeting on October 4, 2018, the retention and promotion policies were reviewed and teacher reminded that notice of "at risk of retention" needed to be included in the progress reports. Curriculum was discussed and reviewed regarding implementation and needs. Feedback for the music schedule was given. Results from CAASPP testing were distributed and discussed. Intervention needs were reviewed and scheduling discussed. (Questions and comments were recorded, if any)

At a Collaboration Day meeting on December 6, 2018, the Annual Update for the LCAP was reviewed and goals and services were measured as "working towards" and "more progress needed" regarding expenditures. The CA Dashboard was reviewed as well as the STATUS and CHANGE categories and what they mean regarding test scores and local indicators. The SARC was discussed and revision/review is currently taking place. Donations were made by the Alumni of McCloud High School and the Garden Club for the purchase of new Chromebooks. Intervention "check-in" with staff revealed the difficulty with scheduling school-wide intervention as it relates to Mr. Casey's schedule and help at our school versus his time shared with other schools. Most teachers are conducting intervention on their own schedules because school-wide is not possible with Mr. Casey's current schedule. (Questions and comments were recorded, if any)

At a Collaboration Day meeting on January 17, 2019, the staff discussed the addition of the Boys' Council and Girls' Circle to student schedules and the benefits that are being seen in the classroom as a result of the groups. Remi Vista is offering the peer groups via a grant. Curriculum usage and implementation were discussed. Discovery Education science is not being used as much as Studies Weekly. The staff feels that Discovery Education is not as easy to use, but that Studies Weekly is student and teacher friendly. Staff did express concern about the rigor, or lack thereof, of the Studies Weekly program. The CSEPDB Grant and LPSB Grant were discussed as new monies for staff professional development. Input regarding opportunities for expending this funding was sought by the administrator. The council discussed the success of the Mountain Mentors program and the appropriate use of the mentors and best practices of mentors thus far. (Questions and comments were recorded, if any)

At a Collaboration Day meeting on February 14, 2019, the council gave input on next year's calendar. The alignment of the calendar with neighboring districts was discussed. Staffing and enrollment projections were reviewed and discussed in regard to staffing assignments.   CAASPP testing and practice tests were reviewed. Testing will start in April after Spring Break. (Questions and comments were recorded, if any)

At a Collaboration Day meeting on March 21, 2019, the LCAP Annual Update was reviewed and discussed. Narratives for each Goal were shared and explained in regard to expenditures - planned and actual. A CSI Grant "wish list" was discussed as it relates to the goals and services within the LCAP. Input was requested from the SSC about the expenditures of the new grant money. Staffing was discussed and the council was notified that an ad for a teacher would be placed in Ed-join. (Questions and comments were recorded, if any)

At a Collaboration Day meeting on April 25, 2019, the council reviewed the surveys for students and parents. It was noted that a new question had been added to each survey asking for input on expenditure of new grant funds. (Questions and comments were recorded, if any)

At a Collaboration Day meeting on May 23, 2019, the final LCAP draft was presented as the budget document and SPSA for the LEA. The document will be approved by the SSC first and then presented to the school board for approval in June. (Questions and comments were recorded, if any)

Impact on LCAP and Annual Update

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

As a result of the Collaboration Day meeting on September 6, 2018, the LEA decided to discontinue the choral part of the music program and continue with only the Taiko, primary music and ukulele. The future of the music program will be determined in the following school year, but funds will be budgeted for music & performing arts. (Goal 3 Action 2)

As a result of the Collaboration Day meeting on January 17, 2019, it was determined that purchasing traditional math curriculum would be a waste of funds. Rather, the staff requested that math monies be spent on intervention materials that will support existing curriculum. (Goal 2 Action 6 & Goal 4 Action 1)

As a result of the Collaboration Day meeting on February 14, 2019, the LPSBG was presented and the staff gave input on technology to be purchased with LPSBG funds and CSI funds to support intervention, hands-on learning and intervention. The teachers requested monies for Teachers Pay Teachers versus traditional curriculum to support existing curriculum. The reading and math interventions programs were determined as a result of this meeting: Flow 360 and Read Naturally. (Goal 1 Action 2; Goal 2 Action 6 ; Goal 4 Action 2)

As a result of the Collaboration Day meeting on March 21, 2019, a CSI funds "wish list" was created to establish purchases with new grant funding. Ideas included: purchase of FOSS kits for K-8 (Goal 1 Action 2); books for the library (Goal 1 Action 2); enrichment supplies for GATE (Goal 2 Action 7); and an online assessment for primary students (Goal 4 Action 1)

At a board meeting on April 10, 2019, the board approved the purchase of the new FOSS kits based on input from staff, SSC council and parent input for more hands on and STEM science. (Goal 1 Action 2). The board also approved the purchase of FLOW 360 as a supplement to Accelerated Reader and additional resources for intervention in reading and math. (Goal 2 Action 6)

At a School Site Council meeting on April 25, 2019, the council reviewed the parent and student responses on surveys and approved the purchase of additional technology to increase computers to a 1:1 ratio of students to computers. (Goal 4 Action 2)

At a regularly scheduled board meeting on May 8, 2019, a list of needs and corresponding goals was presented to the board. The board approved the following to be included in the LCAP and budget: Professional Development for Classified and Certificated staff (Goal 1 Action 1; Goal 2 Action 3; Goal 2 Action 4; Goal 4 Action 4) ; Online curriculum, intervention support and hands-on materials (Goal 1 Action 2; Goal 2 Action 6 Goal 4 Action 1); Parking lot and playground resurfacing (Goal 1 Action 3); GATE enrichment supplies (Goal 2 Action 7) Instructional Aides (Goal 2 Action 12); SAFE program and personnel (Goal 3 Action 2) ; Sports program (Goal 3 Action 2); Music program (Goal 3 Action 2); Computers, iPads and technology support accessories(Goal 4 Action 2); Attendance and behavior support programs (Goal 7 Actions 1 & 4); Additional nurse days and health assistant (Goal 8 Actions 6 & 8).

No input was provided at the public hearing on June 12, 2019.

The LCAP was approved at the June 20, 2019 meeting with no significant changes.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 1

CONDITIONS OF LEARNING: Provide a safe and nurturing environment with rich instructional materials that promotes student success.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Needs:
New Roof: has not been updated in over 20 years; leaks and some damage exist.
Continue maintaining building: determined by facilities inspection tool and maintenance plan.
New curriculum to align with Common Core Standards in all subject areas; especially hands-on science curriculum to align with NGSS.
Parking lot & playground repair/resurfacing.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Common Core Standards	Instructional materials are aligned with	The purchase of new instructional materials	The purchase of new instructional materials	The purchase of new instructional materials

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Commission on Teacher Credentialing Lesson plans / teacher observation Facilities Inspection Tool Williams Quarterly Report	Common Core Standards. Teachers are appropriately credentialed and assigned. All students receive instruction aligned to state standards. The facilities are in "good" condition. There have been zero Williams Quarterly Report complaints.	(social studies) will ensure that students have instructional materials that are differentiated and aligned with state standards. All teachers will be appropriately credentialed and assigned. All students will receive instruction aligned to state standards. The facilities will be in "good" to "excellent" condition as measured by the Facilities Inspection Tool. All students will have access to instructional materials as measured by the Williams Quarterly Report.	(math) will ensure that students have instructional materials that are differentiated and aligned with state standards. All teachers will be appropriately credentialed and assigned. All students will receive instruction aligned to state standards. The facilities will be in "good" to "excellent" condition as measured by the Facilities Inspection Tool. All students will have access to instructional materials as measured by the Williams Quarterly Report.	(reading) will ensure that students have instructional materials that are differentiated and aligned with state standards. The purchase of NGSS hands-on science curriculum and support of SCOE science personnel to offer science labs. All teachers will be appropriately credentialed and assigned. All students will receive instruction aligned to state standards. The facilities (including outdoor play surfaces and parking area) will be in "good" to "excellent" condition as measured by the Facilities Inspection Tool. All students will have access to instructional materials as measured by the Williams Quarterly Report.

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action

New Action

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

LEA will support new teacher(s) via the Alliance for Teacher Excellence (ATE).

Professional learning opportunities for teachers will be pursued.

Professional learning opportunities for CLASSIFIED staff will be pursued.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,200.00	$1,000.00	$1,084.28
Source	Educator Effectiveness Funds	Base	Classified Professional Development Block Grant
Budget Reference	5000-5999: Services And Other Operating Expenditures Cost of program	5000-5999: Services And Other Operating Expenditures Cost of training	5000-5999: Services And Other Operating Expenditures Cost of training

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Instructional materials (textbooks, magazines, manipulatives, applications) as well as services (Science Days with Jason Singleton /SCOE) will be purchased to supplement and support curriculum that is aligned with the California Standards and Next Generation Science Standards.	Instructional materials (textbooks, magazines, manipulatives, applications) as well as services (Science Days with Jason Singleton /SCOE) will be purchased to supplement and support curriculum that is aligned with the California Standards and Next Generation Science Standards.	English Language Arts materials will be purchased to bring curriculum up to date with adopted reading materials and maintain alignment with the common core standards for ELA.

Social studies curriculum will be updated to align with the Social-Studies framework and newly adopted curriculum for the state of California.

Math material will be purchased to align with the CA framework for ELA and common core standards.

FOSS science instructional materials (manipulatives, labs, materials, lesson plans,etc.) as well as extra LAB services (Science Days with Jason Singleton /SCOE) will be purchased to supplement and support curriculum that is aligned with the California Standards and Next Generation Science Standards (NGSS)

Purchase of library books to update reading materials and provide appropriately leveled books as per ELA standards regarding novel reading and research.

Purchase of materials from Teachers Pay Teachers will boost reading, math, science and history curriculum for support and intervention.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,500.00	$3,500.00	$3,500.00
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Purchase of hands on materials	4000-4999: Books And Supplies Purchase of hands on materials	4000-4999: Books And Supplies Purchase of ELA materials
Amount	$3,366.00	$3,898.00	$15,000
Source	Base	Base	CSI Funds
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Purchase of Services	5800: Professional/Consulting Services And Operating Expenditures Purchase of Services	5800: Professional/Consulting Services And Operating Expenditures Purchase of Services

Amount		$40,000
Source		CSI Funds
Budget Reference		4000-4999: Books And Supplies Purchase of FOSS curriculum K-8
Amount		$5,000.00
Source		CSI Funds
Budget Reference		4000-4999: Books And Supplies Purchase of reading materials for the library
Amount		$4,000
Source		CSI Funds
Budget Reference		5000-5999: Services And Other Operating Expenditures Teachers Pay Teachers (TPT) Curriculum for Reading, Math, Science and History Supplemental Materials

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Part of the roof will be repaired IF funds are sufficient in Fund 40.	Part or all of the roof will be repaired if funds are sufficient in Fund 40.	Repair and resurfacing of playground and parking lot. (Fund 40)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,000	$10,000	$30,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Cost of Repair by Contractor	5000-5999: Services And Other Operating Expenditures Cost of Repair by Contractor	5000-5999: Services And Other Operating Expenditures Cost of Repair by Contractor

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 2

CONDITIONS OF LEARNING: Implementation of Standards: Teachers will implement and monitor the progress of California Standards alignment and related student achievement.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Needs:
Update curriculum to align with common core standards: (See Goal 1) Reading and science curriculum are older adoptions.
Professional Development in areas of newly acquired curriculum and intervention programs
Resources for enrichment programs (robotics, coding, science, GATE) and personnel to implement the programs.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Common Core Standards (Lessons) CAASPP Results California Dashboard 5 by 5 Indicator Report	Teachers are implementing Common Core Standards in lessons. 2016-17 CAASPP results show an	State standards will be implemented in all core curricular areas as evidenced by observations and lesson plans.	State standards will be implemented in all core curricular areas as evidenced by observations and lesson plans.	State standards will be implemented in all core curricular areas as evidenced by observations and lesson plans.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	improvement in math and a decline in ELA; results reflected in the CA Dashboard indicate "yellow" status for math and "orange" status for ELA	CAASPP results will show an increase in math status from "yellow" to "green" as reflected on the CA Dashboard indicator. Accordingly, ELA status will increase from "orange" to "yellow" status to indicate positive results.	CAASPP results will show an increase in math status from "yellow" to "green" as reflected on the CA Dashboard indicator. ELA status will increase from yellow to "green" to indicate positive results.	CAASPP results will increase to a yellow or better in math status on the CA Dashboard indicator. ELA status will increase to a yellow or better status to indicate positive results.

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Teachers will continue to implement standards-based instructional strategies and collaborate to identify the most effective strategies for student achievement as reflected on standardized tests.	Teachers will continue to implement standards-based instructional strategies and collaborate to identify the most effective strategies for student achievement as reflected on standardized tests.	Teachers will continue to implement standards-based instructional strategies and collaborate to identify the most effective strategies for student achievement as reflected on standardized tests.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No additional cost	No additional cost	No additional cost

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Teachers will continue to collaborate across grade levels, using the staff developed rubric, to monitor the progress of standards implementation and instructional strategies as well as to monitor student achievement.	Teachers will continue to collaborate across grade levels, using the staff developed rubric, to monitor the progress of standards implementation and instructional strategies as well as to monitor student achievement.	Teachers will continue to collaborate across grade levels, using the staff developed rubric, to monitor the progress of standards implementation and instructional strategies as well as to monitor student achievement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No additional cost	No additional cost	No additional cost

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Teachers will continue to participate in professional learning opportunities related to instructional materials, standards	Teachers will continue to participate in professional learning opportunities related to instructional materials, standards	Teachers will participate in professional learning opportunities related to newly purchased intervention programs and data

implementation, and the use of technology in the classroom.	implementation, and the use of technology in the classroom.	collection programs in reading and math (FLOW 360) as well as the use of technology in the classroom.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$500.00	$500.00	$2,900.00
Source	Base	Base	CSI Funds
Budget Reference	5000-5999: Services And Other Operating Expenditures Registration Fees	5000-5999: Services And Other Operating Expenditures Registration Fees	5800: Professional/Consulting Services And Operating Expenditures Registration Fees

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action

Unchanged Action

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Teachers will continue to be trained in technology based, instructional strategies and use gathered data about technology to make necessary adjustments.	Teachers will continue to be trained in technology based, instructional strategies and use gathered data about technology to make necessary adjustments.	Teachers will be trained in technology via FLOW data coaching and use gathered data via technology to make necessary adjustments in intervention strategies with new online curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$500.00	$500.00	$2,550.00
Source	Base	Base	Low Performing Schools Block Grant
Budget Reference	5000-5999: Services And Other Operating Expenditures Registration Fees	5000-5999: Services And Other Operating Expenditures Registration Fees	5000-5999: Services And Other Operating Expenditures Registration Fees

Action 5

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

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

Actions/Services

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

Teachers will receive update training to administer the CAASPP Assessments to students who are eligible to take the test in 3-8 grades.	Teachers will receive update training to administer the CAASPP Assessments to students who are eligible to take the test in 3-8 grades.	Teachers will receive updated training to administer the CAASPP Assessments to students who are eligible to take the test in 3-8 grades.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No additional cost	No additional cost	No additional cost

Action 6

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Low performing students will continue to receive extra instructional time, or intervention, in reading and math to help improve understanding of grade-level	Low performing students will continue to receive extra instructional time, or intervention, in reading and math to help	Low performing students will continue to receive extra instructional time, or intervention, in reading and math to help

concepts. Low Income students will have priority for interventions times and/or tutoring.	improve understanding of grade-level concepts. Low Income students will have priority for interventions times and/or tutoring.	improve understanding of grade-level concepts. Low Income students will have priority for interventions times and/or tutoring and priority in usage of newly purchased online intervention curriculum (FLOW 360 & Read Naturally).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$4,500.00
Source			Low Performing Schools Block Grant
Budget Reference	No additonal cost	No additional cost	5000-5999: Services And Other Operating Expenditures FLOW 360 Online Intervention Program
Amount			$4,140.00
Source			Low Performing Schools Block Grant
Budget Reference			5000-5999: Services And Other Operating Expenditures Read Naturally Online Intervention Program

Action 7

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
High performing students will continue to have the opportunity to participate in enrichment courses as provided by the Gifted and Talented Education Program (GATE) if student numbers support the program.	High performing students will continue to have the opportunity to participate in enrichment courses as provided by the Gifted and Talented Education Program (GATE) if student numbers support the program.	High performing students will continue to have the opportunity to participate in enrichment courses as provided by the Gifted and Talented Education Program (GATE) if student numbers support the program. The purchase of NEW enrichment curriculum and supplies (ex: robotics, coding, circuit kits, etc,) will boost the GATE program and enrichment programs within the classrooms. ** New: A stipend will be paid to a teacher to organize, manage, maintain and implement the new intervention and GATE/enrichment programs. The teacher will also participate in training related to the new intervention & enrichment programs. Intervention and enrichment (GATE) programs will be implemented weekly throughout the school year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$300.00	$300.00	$10,000
Source	Base	Base	CSI Funds
Budget Reference	4000-4999: Books And Supplies Supplies	4000-4999: Books And Supplies Supplies	4000-4999: Books And Supplies GATE/Enrichment supplies & kits
Amount	$1,000.00	$1,000.00	$15,000.00
Source	Base	Base	CSI Funds
Budget Reference	1000-1999: Certificated Personnel Salaries Stipend for Coordinator	1000-1999: Certificated Personnel Salaries Stipend for Coordinator	1000-1999: Certificated Personnel Salaries Stipend for Intervention/ Enrichment Coordinator
Amount	$195.50	$212.90	3256.50
Source	Base	Base	CSI Funds
Budget Reference	3000-3999: Employee Benefits Employee Benefit for Stipend	3000-3999: Employee Benefits Employee Benefit for Stipend	3000-3999: Employee Benefits Employee Benefit for Coordinator Stipend

Action 8

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Teachers and the administrator will collaborate to adjust the master schedule to allow more time for additional instruction in math and reading classes when needed. (LOCAL) Master schedule adjustments will take into consideration how Low Income students will be best served with additional instructional minutes.	Teachers and the administrator will collaborate to adjust the master schedule to allow more time for additional instruction in math and reading classes when needed. (LOCAL) Master schedule adjustments will take into consideration how Low Income students will be best served with additional instructional minutes.	Teachers and the administrator will collaborate to adjust the master schedule to allow more time for additional instruction in math and reading classes when needed. (LOCAL) Master schedule adjustments will take into consideration how Low Income students will be best served with additional instructional minutes.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No additional cost	No additional cost	No additional cost

Action 9

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Differentiated instruction will continue to be used throughout grade levels to better access the different learning styles of all students and address students performing at all levels of proficiency. (LOCAL)	Differentiated instruction will continue to be used throughout grade levels to better access the different learning styles of all students and address students performing at all levels of proficiency. (LOCAL)	Differentiated instruction will continue to be used throughout grade levels to better access the different learning styles of all students and address students performing at all levels of proficiency. (LOCAL)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No additional costs	No additional costs	No additional costs

Action 10

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Teachers will continue to collaborate monthly to share teaching strategies, best practices and success stories in order to promote and celebrate personal and professional success. (LOCAL)	Teachers will continue to collaborate monthly to share teaching strategies, best practices and success stories in order to promote and celebrate personal and professional success. (LOCAL)	Teachers will continue to collaborate monthly to share teaching strategies, best practices and success stories in order to promote and celebrate personal and professional success. (LOCAL)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No additional cost	No additional cost	No additional cost

Action 11

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Low performing students will receive extra instructional time, or intervention, in	Low performing students will receive extra instructional time, or intervention, in	Low performing students will receive extra instructional time, or intervention, in

| reading and math to help improve understanding of grade-level concepts | reading and math to help improve understanding of grade-level concepts | reading and math to help improve understanding of grade-level concepts |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No additional cost	No additional cost	No additional cost

Action 12

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

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

LEA-wide

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The LEA will maintain instructional aide levels (3) in order to support the teaching staff and the implementation of differentiated instruction in classrooms.	The LEA will maintain instructional aide levels (3) in order to support the teaching staff and the implementation of differentiated instruction in classrooms.	The LEA will maintain instructional aide levels (3) in order to support the teaching staff and the implementation of differentiated instruction in classrooms. * New: Additionally, the LEA will hire 1 instructional aide to assist in the

		implementation of the new intervention and enrichment curriculum alongside the coordinator (teacher) of the new programs. Four aides in total will be hired and maintained to insure the successful implementation of existing curriculum and added intervention and enrichment curriculum & use of resources.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$26,975.93	$14,710.92	23584.04
Source	Concentration	Concentration	Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Three Instructional Aides	2000-2999: Classified Personnel Salaries Instructional Aide	2000-2999: Classified Personnel Salaries Instructional Aide
Amount	$8,099.98	$4,305.89	7535.10
Source	Concentration	Title I	Title I
Budget Reference	3000-3999: Employee Benefits Instructional Aide Benefits	3000-3999: Employee Benefits Instructional Aide Benefits	3000-3999: Employee Benefits Instructional Aide Benefits
Amount		$13,190.00	$13,290.00
Source		After School Education and Safety (ASES)	After School Education and Safety (ASES)
Budget Reference		2000-2999: Classified Personnel Salaries Instructional Aide	2000-2999: Classified Personnel Salaries Instructional Aide
Amount		$3,860.71	$4,246.16
Source		After School Education and Safety (ASES)	After School Education and Safety (ASES)
Budget Reference		3000-3999: Employee Benefits Instructional Aide Benefits	3000-3999: Employee Benefits Instructional Aide Benefits

Amount	$13,426.13	5100.38
Source	Concentration	Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Instructional Aide	2000-2999: Classified Personnel Salaries Instructional Aide
Amount	$3,929.83	1629.57
Source	Concentration	Concentration
Budget Reference	3000-3999: Employee Benefits Instructional Aide Benefits	3000-3999: Employee Benefits Instructional Aide Benefits
Amount		$18,200.00
Source		CSI Funds
Budget Reference		2000-2999: Classified Personnel Salaries Instructional Aide for Intervention & Enrichment (Temp.)
Amount		$5,814.90
Source		CSI Funds
Budget Reference		3000-3999: Employee Benefits Instructional Aide (temp) Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 3

CONDITIONS OF LEARNING: Course Access: Students will have access to core curriculum, enrichment courses and support services.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Needs:
Continue to fund-raise for enrichment activities: State and Federal funding is used primarily for core curriculum and little remains for enrichment programs.
Music Program and personnel needed for contracted services; old music program (Young Imaginations) was retired.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Common Core Standards (Lesson plans) SAFE Survey Master Schedule Performance Participation	All students have access to core curriculum. The results of the SAFE survey show overall	Students will continue to have access to core curriculum (ELA, math, science, social studies, visual and performing arts, health and physical education) daily;	Students will continue to have access to core curriculum (ELA, math, science, social studies, visual and performing arts, health and physical education) daily;	Students will continue to have access to core curriculum (ELA, math, science, social studies, visual and performing arts, health and physical education) daily;

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Projects	satisfaction with the SAFE program. Ninety-five percent or more of students participate in school performances. Ninety-five percent or more of students complete classroom projects.	enrichment classes and support services will be provided as needed. SAFE surveys will continue to show overall satisfaction with the SAFE program. 95% or more of students will participate in school performances. 95% or more of students will complete classroom projects.	enrichment classes and support services will be provided as needed. SAFE surveys will continue to show overall satisfaction with the SAFE program. 95% or more of students will participate in school performances. 95% or more of students will complete classroom projects.	enrichment classes and support services will be provided as needed. SAFE surveys will continue to show overall satisfaction with the SAFE program. 95% or more of students will participate in school performances. 95% or more of students will complete classroom projects.

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Students will continue to receive instruction in English language arts, math, science, history and physical education daily.	Students will continue to receive instruction in English language arts, math, science, history and physical education daily.	Students will continue to receive instruction in English language arts, math, science, history and physical education daily.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No additonal cost	No additonal cost	No additonal cost

Action 2

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

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

OR

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

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

Actions/Services

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

Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Students will continue to have the opportunity to participate in the Safe Afterschool For Everyone (SAFE) program and in enrichment courses such as art, music (instrumental and choral), GATE and athletics. Low Income students receive these programs free of charge through grants or scholarships.	Students will continue to have the opportunity to participate in the Safe Afterschool For Everyone (SAFE) program and in enrichment courses such as art, music (instrumental and choral), GATE and athletics. Low Income students receive these programs free of charge through grants or scholarships.	Students will continue to have the opportunity to participate in the Safe Afterschool For Everyone (SAFE) program and in enrichment courses such as art, music (instrumental and choral), GATE and athletics. Low Income students receive these programs free of charge through grants or scholarships.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$6584.54	$3000.00	$3000.00
Source	Safe After School for Everyone	Safe After School for Everyone	Safe After School for Everyone
Budget Reference	4000-4999: Books And Supplies SAFE Budget-Supplies	4000-4999: Books And Supplies SAFE Budget-Supplies	4000-4999: Books And Supplies SAFE Budget-Supplies
Amount	$16,620.00	$23,730.00	$23,870.00
Source	Safe After School for Everyone	Safe After School for Everyone	Safe After School for Everyone
Budget Reference	2000-2999: Classified Personnel Salaries SAFE Budget-Personnel	2000-2999: Classified Personnel Salaries SAFE Budget-Personnel	2000-2999: Classified Personnel Salaries SAFE Budget-Personnel
Amount	$4,464.13	$6,974.25	$7,626.47
Source	Safe After School for Everyone	Safe After School for Everyone	Safe After School for Everyone
Budget Reference	3000-3999: Employee Benefits SAFE Personnel - Benefits	3000-3999: Employee Benefits SAFE Personnel - Benefits	3000-3999: Employee Benefits SAFE Personnel - Benefits

Amount	$3,400.00	$3,400.00	$2,800.00
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries Stipends for athletics	2000-2999: Classified Personnel Salaries Stipends for athletics	2000-2999: Classified Personnel Salaries Stipends for athletics
Amount	$4,250.00	$4,250.00	$5,000
Source	Base	Base	CSI Funds
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Young Imaginations	5800: Professional/Consulting Services And Operating Expenditures Young Imaginations	5800: Professional/Consulting Services And Operating Expenditures Music Program & Personnel
Amount	$913.24	$999.26	$894.60
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits Coaching Benefit	3000-3999: Employee Benefits Coaching Benefit	3000-3999: Employee Benefits Coaching Benefit

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

Low Income	LEA-wide	All Schools

Actions/Services

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

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

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

Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Students will continue to receive instruction and support from the following programs as they are available: DARE (Drug Abuse Resistance Education), Bullying Prevention, Project Alert and Positive Prevention. Low Income students will benefit from these programs whose topics may directly relate to issues associated with poverty.	Students will continue to receive instruction and support from the following programs as they are available: DARE (Drug Abuse Resistance Education), Bullying Prevention, Project Alert and Positive Prevention. Low Income students will benefit from these programs whose topics may directly relate to issues associated with poverty.	Students will continue to receive instruction and support from the following programs as they are available: DARE (Drug Abuse Resistance Education), Bullying Prevention, Project Alert, and Positive Prevention. Low Income students will benefit from these programs whose topics may directly relate to issues associated with poverty.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No additional cost	No additional cost	No additional cost

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

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

Actions/Services

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

| Unchanged Action | Unchanged Action | Unchanged Action |

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Primary students will continue to benefit from interaction with upper grade level students and tutors from the mentoring program. Upper grade level students will benefit from being mentors, tutors and from the training the mentoring program provides. (LOCAL)	Primary students will continue to benefit from interaction with upper grade level students and tutors from the mentoring program. Upper grade level students will benefit from being mentors, tutors and from the training the mentoring program provides. (LOCAL)	Primary students will continue to benefit from interaction with upper grade level students and tutors from the mentoring program. Upper grade level students will benefit from being mentors, tutors and from the training the mentoring program provides. (LOCAL)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No additional cost	No additional cost	No additional cost

Action 5

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
McCloud Elementary School will continue to collaborate with the McCloud Community Resource Center (as available) and the McCloud Healthcare Clinic to provide family support services and counseling services to students and families. MES will also collaborate with Great Northern to provide nutritional support to families during school holidays. (LOCAL)	McCloud Elementary School will continue to collaborate with the McCloud Community Resource Center (as available) and the McCloud Healthcare Clinic to provide family support services and counseling services to students and families. MES will also collaborate with Great Northern to provide nutritional support to families during school holidays. (LOCAL)	McCloud Elementary School will continue to collaborate with the McCloud Community Resource Center (as available) and the McCloud Healthcare Clinic to provide family support services and counseling services to students and families. MES will also collaborate with Great Northern to provide nutritional support to families during school holidays. Remi-Vista will provide mental health support services via the Boys' Council and Girls' Circle. (LOCAL)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No additional cost-Resource center will support cost associated with these services	No additional cost-Resource center will support cost associated with these services	No additional cost-Resource center will support cost associated with these services

Action 6

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

Actions/Services

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

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

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 4

PUPIL OUTCOMES : Student Achievement: All students will demonstrate increasing proficiency in all academic content areas.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Identified Need:

Needs:
More intervention time for mathematics and ELA.
1:1 Computer to student ratio so that students can access online enrichment and intervention programs throughout the day.
More iPads needed to increase primary (K-3) student usage of beginning reader applications.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
California Dashboard California Assessment of Student Performance and Progress CAASPP Results 5 by 5 Indicator Chart Report Cards	2016-17 CAASPP results: 25% of students were proficient or above ("met or exceeded standard") in math;	40% of all students will be near proficient or above as measured by the CAASPP Assessment.	45% of all students will be near proficient or above as measured by the CAASPP Assessment.	50% of all students will be near proficient or above as measured by the CAASPP Assessment.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	31% of students were proficient or above ("met or exceeded standard") in ELA; The overall status, according to the CA Dashboard and 5x5 indicator is a "yellow" status for math and an "orange" status for ELA.	The LEA does not have a significant EL group (currently 0%) and therefore the metrics that support the EL population are not included.	The LEA does not have a significant EL group (currently 0%) and therefore the metrics that support the EL population are not included.	The LEA does not have a significant EL group (currently 0%) and therefore the metrics that support the EL population are not included.

Planned Actions / Services

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

Action 1

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Teachers will continue to use data from prior years' testing in addition to current assessments from the curriculum, classroom tests and Accelerated Reading assessments to evaluate/monitor student learning.	Teachers will continue to use data from prior years' testing in addition to current assessments from the curriculum, classroom tests and Accelerated Reading assessments to evaluate/monitor student learning.	Teachers will continue to use data from prior years' testing in addition to current assessments from the curriculum, classroom tests and Accelerated Reading & Math (via Flow 360) assessments to evaluate/monitor student learning. Additionally, ESGI assessment platform will inform teachers with students in K-3 of beginning and emergent reader status.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,100.00	$3,109.00	$1,000
Source	Base	Base	CSI Funds
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Accelerated Reader Annual Fee	5800: Professional/Consulting Services And Operating Expenditures Accelerated Reader Annual Fee	5000-5999: Services And Other Operating Expenditures Purchase of ESGI assessment platform for beginning and emergent readers in primary grades. This tool will help teachers with beginning reading skills and assessment for individualized instruction.

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Teachers will update their understanding of the CAASPP Assessments and make changes in instructional strategies, classroom environment, and use of technology as needed. Computers will be purchased to upgrade the school-wide system of technology.	Teachers will update their understanding of the CAASPP Assessments and make changes in instructional strategies, classroom environment, and use of technology as needed. Computers will be purchased to upgrade the school-wide system of technology.	Teachers will update their understanding of the CAASPP Assessments and make changes in instructional strategies, classroom environment, and use of technology as needed. *New: Computers will be purchased to upgrade the school-wide system of technology and provide every student in the school a computer to achieve a 1:1 student to computer ratio. *New: Computer hardware/accessories will be purchased to better implement new online curriculum and promote use of technology in the classroom *New: iPads will be purchased to implement and increase the use of primary applications for beginning readers in K-3

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,000.00	$2,000.00	$20,000.00
Source	Base	Base	CSI Funds
Budget Reference	4000-4999: Books And Supplies Computer Hardware	4000-4999: Books And Supplies Computer Hardware	4000-4999: Books And Supplies Desktop computers; Chromebooks
Amount	$100.00	$100.00	$16,500
Source	Base	Base	CSI Funds
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Software	5800: Professional/Consulting Services And Operating Expenditures Software	4000-4999: Books And Supplies Computer hardware/accessories; SMART board; charging stations
Amount			$5,000.00
Source			CSI Funds
Budget Reference			4000-4999: Books And Supplies iPads

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Teachers will analyze CAASPP Assessment data to address school needs.	Teachers will analyze CAASPP Assessment data to address school needs.	Teachers will analyze CAASPP Assessment data to address school needs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No additional cost.	No additional cost.	No additional cost.

Action 4

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Professional development will be provided based on school needs.	Professional development will be provided based on school needs.	Professional development will be provided based on need and aligned with newly purchased computers and hardware.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$500.00	$500.00	$700.00
Source	Base	Base	Low Performing Schools Block Grant
Budget Reference	5000-5999: Services And Other Operating Expenditures Registration fees	5000-5999: Services And Other Operating Expenditures Registration fees	5000-5999: Services And Other Operating Expenditures Registration fees

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 5

PUPIL OUTCOMES : Other Student Achievement: Multiple measures of student achievement will be used as indications of learning and success.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
                        Priority 6: School Climate (Engagement)
                        Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Needs:
Continue to provide enrichment activities: Parent and student surveys indicate that the community values enrichment activities.
Attendance support program or counseling for at risk students.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance Reports (Aeries) Behavior Reports/ Referrals	Traditional and innovative methods of assessment, such as performance tasks and attendance percentages	Traditional and innovative methods of assessment, such as performance tasks and attendance percentages	Traditional and innovative methods of assessment, such as performance tasks and attendance percentages	Traditional and innovative methods of assessment, such as performance tasks and attendance percentages

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Report Cards Performance Participation Data from Online Intervention Programs	provide a diverse analysis of student achievement. Attendance Rate: 94% Chronic Absenteeism: 4% of enrollment Suspensions: 0 Expulsions: 0 Middle School Drop Out Rate: 0	will continue to provide a diverse analysis of student achievement. Ninety-five percent (95%) of all students will attend school. Chronic absenteeism will be reduced by 1% of our total student population. Continue to keep suspensions to below 5 per year Continue to keep expulsions to 0 per year. The middle school dropout rate will be maintained at 0%.	will continue to provide a diverse analysis of student achievement. Ninety-six percent (96%) of all students will attend school. Chronic absenteeism will be reduced by 1% of our total student population. Continue to keep suspensions to below 4 per year Continue to keep expulsions to 0 per year. The middle school dropout rate will be maintained at 0%.	will continue to provide a diverse analysis of student achievement. Ninety-seven percent (97%) of all students will attend school. Chronic absenteeism will be reduced by 1% of our total student population. Continue to keep suspensions to below 3 per year Continue to keep expulsions to 0 per year. The middle school dropout rate will be maintained at 0%.

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Report cards will continue to reflect student learning and effort and will help guide teachers in the development of individualized instruction based on student needs. A grade point average of 3.0 will be considered an indication of performance at grade level proficiency.	Report cards will continue to reflect student learning and effort and will help guide teachers in the development of individualized instruction based on student needs. A grade point average of 3.0 will be considered an indication of performance at grade level proficiency.	Report cards will continue to reflect student learning and effort and will help guide teachers in the development of individualized instruction based on student needs. A grade point average of 3.0 will be considered an indication of performance at grade level proficiency. Data from Online Intervention Programs (FLOW 360 & Read Naturally) will inform teachers and administration of success and improvement in reading and math.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No additional costs	No additional costs	No additional costs

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Instrumental and choral performances will continue to demonstrate the students' level of participation and commitment to the music program. (LOCAL)	Instrumental and choral performances will continue to demonstrate the students' level of participation and commitment to the music program. (LOCAL)	Instrumental and choral performances will continue to demonstrate the students' level of participation and commitment to the music program. (LOCAL)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No additional costs	No additional costs	No additional costs

Action 3

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Exhibitions of artwork throughout school, in classrooms and in the community will continue to measure the students' learning of art concepts as well as the level of participation and commitment to the art program. (LOCAL)	Exhibitions of artwork throughout school, in classrooms and in the community will continue to measure the students' learning of art concepts as well as the level of participation and commitment to the art program. (LOCAL)	Exhibitions of artwork throughout school, in classrooms and in the community will continue to measure the students' learning of art concepts as well as the level of participation and commitment to the art program. (LOCAL)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No additional costs	No additional costs	No additional costs

Action 4

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Participation in athletic practices and events, both individualized and team oriented, will continue to measure students' commitment to a team, goal setting and skill building. Sportsmanship and citizenship displayed during sporting events will also be a measure of student achievement. (LOCAL)	Participation in athletic practices and events, both individualized and team oriented, will continue to measure students' commitment to a team, goal setting and skill building. Sportsmanship and citizenship displayed during sporting events will also be a measure of student achievement. (LOCAL)	Participation in athletic practices and events, both individualized and team oriented, will continue to measure students' commitment to a team, goal setting and skill building. Sportsmanship and citizenship displayed during sporting events will also be a measure of student achievement. (LOCAL)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	Donations cover cost of program	Donations cover cost of program	Donations cover cost of program

Action 5

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 6

ENGAGEMENT: Parent Involvement: Parents will be invited to participate in student activities and provide input regarding student programs.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Identified Need:

Needs:
Parents attend School Site Council (SSC), Parent Teacher Organization (PTO) and School Board Meetings: Parent attendance at SSC, PTO and board meetings remain low.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Sign-in/ roll sheets at formal meetings and events Annual Survey Responses	All parents are given the opportunity to become members of the School Site Council, to participate in Local Control Accountability	All parents will be given an opportunity to become members of the School Site Council, to participate in Local Control Accountability	All parents will be given an opportunity to become members of the School Site Council, to participate in Local Control Accountability	All parents will be given an opportunity to become members of the School Site Council, to participate in Local Control Accountability

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	meetings, and school board meetings. < 10% parent participation at formal meetings (school board, school site council and Parent Teacher Organization). > 95% return rate and responses to annual surveys.	meetings and school board meetings. Parent participation at formal meetings will increase. Return rate and response to annual surveys will be 95% or higher.	meetings and school board meetings. Parent participation at formal meetings will increase. Return rate and response to annual surveys will be 95% or higher.	meetings and school board meetings. Parent participation at formal meetings will increase. Return rate and response to annual surveys will be 95% or higher.

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
McCloud Elementary School will continue to support our parent and community volunteer program. Volunteers will be acknowledged publicly at monthly assemblies, at school events, in the local newspaper, on our website and with thank you letters, notes, and special certificates.	McCloud Elementary School will continue to support our parent and community volunteer program. Volunteers will be acknowledged publicly at monthly assemblies, at school events, in the local newspaper, on our website and with thank you letters, notes, and special certificates.	McCloud Elementary School will continue to support our parent and community volunteer program. Volunteers will be acknowledged publicly at monthly assemblies, at school events, in the local newspaper, on our website and with thank you letters, notes, and special certificates.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No additional costs	No additional costs	No additional costs

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The School Site Council will continue to consist of staff, parents, and community members. McCloud Elementary School will support parents and community members by meeting at dates and times that accommodate their schedules.	The School Site Council will continue to consist of staff, parents, and community members. McCloud Elementary School will support parents and community members by meeting at dates and times that accommodate their schedules.	The School Site Council will continue to consist of staff, parents, and community members. McCloud Elementary School will support parents and community members by meeting at dates and times that accommodate their schedules.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No additional costs	No additional costs	No additional costs

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Parents will continue to be encouraged to attend board meetings and give input about school policies and expenditures.	Parents will continue to be encouraged to attend board meetings and give input about school policies and expenditures.	Parents will continue to be encouraged to attend board meetings and give input about school policies and expenditures.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No additional costs	No additional costs	No additional costs

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Parent-Teacher conferences will continue to be scheduled in December of each year, but will also be arranged as needed to support students' progress, intervene when necessary, and/or discuss concerns.	Parent-Teacher conferences will continue to be scheduled in December of each year, but will also be arranged as needed to support students' progress, intervene when necessary, and/or discuss concerns.	Parent-Teacher conferences will be scheduled in November of each year prior to Thanksgiving Break, but will also be arranged as needed to support students' progress, intervene when necessary, and/or discuss concerns.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No additional costs	No additional costs	No additional costs

Action 5

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The Parent Teacher Organization (PTO) will continue to raise funds for special programs or field trips and make decisions regarding the expenditure of those funds. Parents will be actively invited to join the PTO and participate in fundraisers and plan events for students.	The Parent Teacher Organization (PTO) will continue to raise funds for special programs or field trips and make decisions regarding the expenditure of those funds. Parents will be actively invited to join the PTO and participate in fundraisers and plan events for students.	The Parent Teacher Organization (PTO) will continue to raise funds for special programs or field trips and make decisions regarding the expenditure of those funds. Parents will be actively invited to join the PTO and participate in fundraisers and plan events for students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	Parent Teacher Organization will support	Parent Teacher Organization will support	Parent Teacher Organization will support

Action 6

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Parents will continue to be invited to and welcomed to Back to School Night Dinner, Open House and Ice Cream Social, monthly awards assemblies and musical performances.	Parents will continue to be invited to and welcomed to Back to School Night Dinner, Open House and Ice Cream Social, monthly awards assemblies and musical performances.	Parents will continue to be invited to and welcomed to Back to School Night Dinner, Open House and Ice Cream Social, monthly awards assemblies and musical performances.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	Parent Teacher Organization will support	Parent Teacher Organization will support	Parent Teacher Organization will support

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 7

ENGAGEMENT: Student Engagement: Students will be supported academically, socially and emotionally at McCloud Elementary School.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
                     Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Needs:
To decrease chronic absence percentages: Poverty relates to chronic absenteeism. As our Free and Reduced Lunch percentages increase, our absences increase. The attendance support program needs to be boosted or enhanced.
Counseling : MES has not had a resident counselor for many years. Referrals to local agencies are inconsistent.
Parent Participation: Parent involvement at formal meetings and in the truancy meeting process is low.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance Reports (Aeries) Participation Levels (sign -in) Student Surveys	Attendance Rate: 94% > 95% student participation rate in athletic events and performances.	Students will continue to be empowered by their role as stakeholders in the McCloud Elementary School community and	Students will continue to be empowered by their role as stakeholders in the McCloud Elementary School community and	Students will continue to be empowered by their role as stakeholders in the McCloud Elementary School community and

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Student Surveys: 100% response rate.	by the culture of support. Attendance rate will continue to be 94% or higher. Students participation rate in athletic events and performances will continue to be 95% or higher. Students surveys will continue to show a 100% response rate.	by the culture of support. Attendance rate will continue to be 94% or higher. Students participation rate in athletic events and performances will continue to be 95% or higher. Students surveys will continue to show a 100% response rate.	by the culture of support. Attendance rate will continue to be 94% or higher. Students participation rate in athletic events and performances will continue to be 95% or higher. Students surveys will continue to show a 100% response rate.

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Student attendance will continue to be encouraged and supported through individual and public acknowledgment at assemblies, conferences and in the local newspaper.	Student attendance will continue to be encouraged and supported through individual and public acknowledgment at assemblies, conferences and in the local newspaper.	Student attendance will continue to be encouraged and supported through individual and public acknowledgment at assemblies, conferences and in the local newspaper.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$175.00	$175.00	$175.00
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Supplies	4000-4999: Books And Supplies Supplies	4000-4999: Books And Supplies Supplies

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Student engagement will continue to be measured by a low number of absences and high or perfect attendance rates. Engagement will also be measured by low chronic absentee rates.	Student engagement will continue to be measured by a low number of absences and high or perfect attendance rates. Engagement will also be measured by low chronic absentee rates.	Student engagement will continue to be measured by a low number of absences and high or perfect attendance rates. Engagement will also be measured by low chronic absentee rates.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No additional costs	No additional costs	No additional costs

Action 3

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Student engagement will continue to be measured by participation rates in school sponsored extracurricular activities such as athletics, music, art, student groups/clubs and participation in SAFE activities. (LOCAL)	Student engagement will continue to be measured by participation rates in school sponsored extracurricular activities such as athletics, music, art, student groups/clubs and participation in SAFE activities. (LOCAL)	Student engagement will continue to be measured by participation rates in school sponsored extracurricular activities such as athletics, music, art, student groups/clubs and participation in SAFE activities. (LOCAL)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No additional costs	No additional costs	No additional costs

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Monthly citizenship and daily Pat on the Back awards will continue to measure	Monthly citizenship and daily Pat on the Back awards will continue to measure	Monthly citizenship and daily Pat on the Back awards will continue to measure

student engagement and encourage and reward positive behavior. (LOCAL)	student engagement and encourage and reward positive behavior. (LOCAL)	student engagement and encourage and reward positive behavior. (LOCAL)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$175.00	$175.00	$175.00
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Supplies	4000-4999: Books And Supplies Supplies	4000-4999: Books And Supplies Supplies

Action 5

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Student engagement will continue to be measured by annual student surveys that will address school culture, safety, curriculum, instruction, and engagement.	Student engagement will continue to be measured by annual student surveys that will address school culture, safety, curriculum, instruction, and engagement.	Student engagement will continue to be measured by annual student surveys that will address school culture, safety, curriculum, instruction, and engagement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No additional costs	No additional costs	No additional costs

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 8

ENGAGEMENT: School Climate: Students will be educated in a safe, nurturing learning environment that encourages positive behavior.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Needs:
Support programs needed for issues directly related to poverty and low income students

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance levels of family at events (sign in) Annual Parent Survey Results	> 95% parent participation at school events and parent-teacher conferences. Students, staff and parents report a high level of satisfaction with the overall school environment.	95% or more of parents will participate at school events and parent-teacher conferences. Students, staff and parents will continue to report a high level of satisfaction with the overall school environment.	95% or more of parents will participate at school events and parent-teacher conferences. Students, staff and parents will continue to report a high level of satisfaction with the overall school environment.	95% or more of parents will participate at school events and parent-teacher conferences. Students, staff and parents will continue to report a high level of satisfaction with the overall school environment.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Annual surveys of parents and students indicate a high level of satisfaction in regard to safety, culture and school policies. > 95% return of annual parent surveys.	Annual surveys of parents and students will indicate a high level of satisfaction in regard to safety, culture and school policies. 95% or more of the annual surveys will be returned.	Annual surveys of parents and students will indicate a high level of satisfaction in regard to safety, culture and school policies. 95% or more of the annual surveys will be returned.	Annual surveys of parents and students will indicate a high level of satisfaction in regard to safety, culture and school policies. 95% or more of the annual surveys will be returned.

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Suspension and expulsion rates will continue to be kept low with the school wide behavior policy. The policy supports positive behavior and discourages suspension through alternative consequences such as one-on-one counseling with a teacher or the principal, as well as referrals to counseling services as needed.	Suspension and expulsion rates will continue to be kept low with the school wide behavior policy. The policy supports positive behavior and discourages suspension through alternative consequences such as one-on-one counseling with a teacher or the principal, as well as referrals to counseling services as needed.	Suspension and expulsion rates will continue to be kept low with the school wide behavior policy. The policy supports positive behavior and discourages suspension through alternative consequences such as one-on-one counseling with a teacher or the principal, as well as referrals to counseling services as needed. "Hawk Talk" our behavior and peer resolution program will be implemented.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No additional costs	No additional costs	No additional costs

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

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

Actions/Services

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

Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Teachers, staff, and the administrator will continue to collaborate in order to keep rules, procedures and consequences consistent and fair across the grade levels in order to prevent suspension and expulsion.	Teachers, staff, and the administrator will continue to collaborate in order to keep rules, procedures and consequences consistent and fair across the grade levels in order to prevent suspension and expulsion.	Teachers, staff, and the administrator will continue to collaborate in order to keep rules, procedures and consequences consistent and fair across the grade levels in order to prevent suspension and expulsion.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No additional costs	No additional costs	No additional costs

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Violence will continue to be discouraged at McCloud Elementary School. Students who participate in violent acts will be dealt with fairly, consistently and swiftly.	Violence will continue to be discouraged at McCloud Elementary School. Students who participate in violent acts will be dealt with fairly, consistently and swiftly.	Violence will continue to be discouraged at McCloud Elementary School. Students who participate in violent acts will be dealt with fairly, consistently and swiftly.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No additional costs	No additional costs	No additional costs

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
DARE (when available) and the Bullying Prevention Program, as well as classroom activities which promote compassion and address bullying, will continue to promote a positive school culture that discourages	DARE (when available) and the Bullying Prevention Program, as well as classroom activities which promote compassion and address bullying, will continue to promote a positive school culture that discourages	DARE (when available) and the Bullying Prevention Program, as well as classroom activities which promote compassion and address bullying, will continue to promote a positive school culture that discourages

| all forms of bullying and disrespect. (LOCAL) | all forms of bullying and disrespect. (LOCAL) | all forms of bullying and disrespect. Boys' Council and Girls' Circle will continue in collaboration with Remi-Vista (LOCAL) |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No additional costs	No additional costs	No additional costs

Action 5

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The perception of the school climate, including the level of satisfaction that parents, staff and community members may have in the areas of safety, school culture, engagement and involvement, will	The perception of the school climate, including the level of satisfaction that parents, staff and community members may have in the areas of safety, school culture, engagement and involvement, will	The perception of the school climate, including the level of satisfaction that parents, staff and community members may have in the areas of safety, school culture, engagement and involvement, will

continue to be measured by an annual survey of these stakeholders.	continue to be measured by an annual survey of these stakeholders.	continue to be measured by an annual survey of these stakeholders.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No additional costs	No additional costs	No additional costs

Action 6

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The LEA will contract with SCOE Health Services Department for additional school nurse days in order to provide the students	The LEA will contract with SCOE Health Services Department for additional school nurse days in order to provide the students	The LEA will contract with SCOE Health Services Department for additional school nurse days in order to provide the students

| & teachers with additional support services. | & teachers with additional support services. | & teachers with additional support services. |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$847.20	$864.14	$898.70
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Additional nursing days (2)	5800: Professional/Consulting Services And Operating Expenditures Additional nursing days (2)	5800: Professional/Consulting Services And Operating Expenditures Additional nursing days (2)

Action 7

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
McCloud Elementary partnered with a community group called the Mountain	McCloud Elementary will continue to partner with the Mountain Mentors to offer	McCloud Elementary will continue to partner with the Mountain Mentors to offer

| Mentors; a group of elders in the community who have been trained to volunteer in the school to offer academic and social-emotional support to students and staff. | social-emotional and academic support to students in all grade levels. | social-emotional and academic support to students in all grade levels. |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No additional cost	No additional cost	No additional cost

Action 8

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The LEA will provide a Health Assistant to monitor the occurrences of lice in classrooms and to assist the nurse and families with treatment of the lice and	The LEA will provide a Health Assistant to monitor the occurrences of lice in classrooms and to assist the nurse and families with treatment of the lice and	The LEA will provide a Health Assistant to monitor the occurrences of lice in classrooms and to assist the nurse and families with treatment of the lice and

related issues. The Health Assistant will work with the school nurse to provide information to families and keep the nurse apprised of health concerns.

related issues. The Health Assistant will work with the school nurse to provide information to families and keep the nurse apprised of health concerns.

related issues. The Health Assistant will work with the school nurse to provide information to families and keep the nurse apprised of health concerns.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,000.00	$1,000.00	$1,000.00
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Stipend for Health Assistant	2000-2999: Classified Personnel Salaries Stipend for Health Assistant	2000-2999: Classified Personnel Salaries Stipend for Health Assistant
Amount	$268.60	$268.60	$319.50
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits Stipend Benefit	3000-3999: Employee Benefits Stipend Benefit	3000-3999: Employee Benefits Stipend Benefit

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$81,881	12.41%

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 estimated totals of Supplemental and Concentration grants for McCloud Elementary School are $81,881 for 2019-2020.   Due to declining enrollment and maintenance of our staff (4.0 FTE), we are often deficit spending. The phrase "no additional cost" throughout each section (Goals, Actions, Expenditures, and Progress Indicators) reflects our lack of funds to expend on new programs. Our LCAP details the programs we already have in place which are paid for with existing funds and NEW expenditures that are related to CSI grant funds and LPSBG funds. We plan to spend any allocated money on a district-wide basis.

In order to maintain our small teaching staff of 4.0 FTE who serve approximately 60 students, our district has opted to deficit spend when necessary; therefore, additional costs will not appear in the LCAP often. In order to maintain a low student to teacher ratio, the district prioritizes staffing at the highest level possible. Necessary Small Schools (NSS) revenue provides us with funding for 3 teachers, so we are using supplemental and concentration funds to support the 1 FTE over that funding amount.   We have become very adept at providing services to our students with the limited funding we receive. We are able to pay our staff and our bills, but we don't typically have "extra" funds to spend. This year we are fortunate to have additional funds to spend for needs and services related to LCAP . You will see funding denoted CSI or LPSBG throughout the document. We believe the strength of our program for students is reflected in our goals and services; our LCAP shows that we plan to maintain the programs that make our school special and increase services for intervention and enrichment programs that serve our low income students in particular.

2019-2020 12.41%

These percentages are the benchmark with which we will measure our plan to increase or improve services to unduplicated pupils as compared to services provided to all pupils. McCloud Elementary School (MES) will easily meet or exceed its proportionality agreement through goals detailed in Goals 1, 2, 3, 4, 7 and 8 of the plan   MES plans to provide actions and services on a school/district-wide basis; however, for the most part, the goals are designed to inherently aid and support our largest subgroup - Low Income (LI) students (Below).

Stakeholder meetings were held throughout 2018-2019 to discuss plans for expenditures related to the support of all students while also specifically addressing the needs of LI students. Priority will be given to these actions and services which are provided on a school-wide basis, but meet the needs of low income students:

1) Actions 1.1, 2.3, 2.4 and 4.4 meet the needs of LI students by preparing teachers via Professional Development designed for low performing and low income students.
2) Actions 1.2, 2.6, and 4.1 meet the needs of LI students by providing intervention in reading and math and additional assessment data for teachers which will directly benefit LI students as they are frequently students who have lower assessment scores.
3) Action 2.7 and 3.2 meets the needs of LI students by providing enrichment programs that benefit LI students, specifically Safe After School for Everyone, Gifted and Talented Education, art, music, and athletics. Other beneficial programs that will address the issues of low income students are: Drug Abuse Resistance Education, Bullying Prevention, Project Alert, Positive Prevention, Girls' Circle and Boys' Council.
4) Action 2.12 supports Low Income students in the classrooms by maintaining the level of instructional aides at three & adding an additional aide for intervention support.
5) Action 3.5 meets the needs of LI students by building a partnership with the McCloud Community Healthcare Center to provide counseling services to all students, but more
specifically to our LI population. The partnership with Great Northern, in particular, provides our low income students with nutritional support during school vacations and
summer.
6) Action 4.2 benefits LI students by providing a 1:1 student to computer ratio. Low income students cannot often afford technology at home, so access to technology at school
is imperative to learning and staying current with technology practices.
7) Actions 6.1-6.6 continue the tradition of partnering with parent groups to provide ample opportunities for parents to be active participants in our school community. Low Income students will directly benefit from parent attendance at events which support families and provide needed services.
8) Action 8.6 supports Low Income students by adding two additional nursing days to the contract with SCOE Health Services Department. This provides students more access to health resources as needed and above mandated responsibilities of the school nurse.This is particularly important for LI students and parents as their access to resources
is limited.
9) Action 8.7 supports Low Income students who cannot afford tutoring or mental health counseling; our Mountain Mentors program pairs Low Income students with community
members who offer academic support as well as social-emotional support.

10) Action 8.8 supports Low Income students by providing a Health Assistant to help facilitate healthcare for issues related to lice infestation. This resource provides Low
Income students and family a liaison to connect them to prescriptions, appointments and health professionals that assist in treatment for lice and reduce absences related to treatment.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$56,256.00	9.15%

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

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

The estimated totals of Supplemental and Concentration grants for McCloud Elementary School are $56,256 for 2018-2019 and $49,864 for 2019-2020.   However, due to declining enrollment and maintenance of our staff (4.5 FTE), we are currently deficit spending. The phrase "no additional cost" throughout section 2 (Goals, Actions, Expenditures, and Progress Indicators) reflects our lack of funds to expend on new programs. Our LCAP details the programs we already have in place which are paid for with existing funds and a few new expenditures that are related to our Educator Effectiveness Spending Plan. We plan to spend any allocated money on a district-wide basis.

In order to maintain our small teaching staff of 4.5 FTE who serve 61 students, our district has opted to deficit spend when necessary; therefore, additional costs will not appear in the LCAP often. In order to maintain a low student to teacher ratio, the district prioritizes staffing at the highest level possible. Necessary Small Schools (NSS) revenue provides us with funding for 3 teachers, so we are using supplemental and concentration funds to support the 1.5 FTE ($ 82,046.96) over that funding amount.   We have become very adept at providing services to our students with the limited funding we receive. We are able to pay our staff and our bills, but we don't

have "extra" funds to spend. We believe the strength of our program for students is reflected in our goals and services; our LCAP shows that we plan to maintain the programs that make our school special.

2018-19 9.15%
2019-2020 7.48%

These percentages are the benchmark with which we will measure our plan to increase or improve services to unduplicated pupils as compared to services provided to all pupils. McCloud Elementary School (MES) will easily meet or exceed its proportionality agreement through goals detailed in Section 2 of the plan   MES plans to provide actions and services on a school/district-wide basis; however, for the most part, the goals are designed to inherently aid and support our largest subgroup - Low Income (LI) students (Below).

Stakeholder meetings were held throughout 2017-2018 to discuss plans for expenditures related to the support of all students while also specifically addressing the needs of LI students. Priority will be given to these actions and services which are provided on a school-wide basis, but meet the needs of low income students:
1) Actions 2.6 and 2.8 meet the needs of LI students by adding instructional time to upper grade level math and school -wide reading courses which will directly benefit LI students as they are frequently students who have lower assessment scores.
2) Action 2.12 supports Low Income students in the classrooms by maintaining the level of instructional aides at three.
3) Action 3.3 meets the needs of LI students by providing enrichment programs that benefit LI students, specifically Safe After School for Everyone, Gifted and Talented Education, art, music, and athletics. Other beneficial programs that will address the issues of low income students are: Drug Abuse Resistance Education, Bullying Prevention, Project Alert and Positive Prevention.
4) Action 3.5 meets the needs of LI students by building a partnership with the McCloud Community Healthcare Center to provide counseling services to all students, but more specifically to our LI population. The partnership with Great Northern, in particular, provides our low income students with nutritional support during school vacations and summer.
5) Actions 6.1-6.6 continue the tradition of partnering with parent groups to provide ample opportunities for parents to be active participants in our school community. Low Income students will directly benefit from parent attendance at events which support families and provide needed services.
6) Action 8.6 supports Low Income students by adding two additional nursing days to the contract with SCOE Health Services Department. This provides students more access to health resources as needed and above mandated responsibilities of the school nurse.This is particularly important for LI students and parents as their access to resources is limited.
7) Action 8.7 supports Low Income students who cannot afford tutoring or mental health counseling; our Mountain Mentors program pairs Low Income students with community members who offer academic support as well as social-emotional support.
8) Action 8.8 supports Low Income students by providing a Health Assistant to help facilitate healthcare for issues related to lice infestation. This resource provides Low Income students and family a liaison to connect them to prescriptions, appointments and

health professionals that assist in treatment for lice and reduce absences related to treatment.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$90,121.00	15.57%

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 estimated totals of Supplemental and Concentration grants for McCloud Elementary School are $90,121 for 2017-18, $84,326 for 2018-2019 and $113,465 for 2019-2020.   However, due to declining enrollment and maintenance of our staff (4.5 FTE), we are currently deficit spending. The phrase "no additional cost" throughout section 2 (Goals, Actions, Expenditures, and Progress Indicators) reflects our lack of funds to expend on new programs. Our LCAP details the programs we already have in place which are paid for with existing funds and a few new expenditures that are related to our Educator Effectiveness Spending Plan. We plan to spend any allocated money on a districtwide basis.

In order to maintain our small teaching staff of 4.5 FTE who serve 62 students, our district has opted to deficit spend when necessary; therefore, additional costs will not appear in the LCAP often. In order to maintain a low student to teacher ratio, the district prioritizes staffing at the highest level possible. Necessary Small Schools (NSS) revenue provides us with funding for 3 teachers, so we are using supplemental and concentration funds to support the 1.5 FTE ($ 85,943.47) over that funding amount.   We have become very adept at providing services to our students with the limited funding we receive. We are able to pay our staff and our bills, but we don't

have "extra" funds to spend. We believe the strength of our program for students is reflected in our goals and services; our LCAP shows that we plan to maintain the programs that make our school special.

2017-18 15.57%
2018-19 14.20%
2019-2020 16.79%

These percentages are the benchmark with which we will measure our plan to increase or improve services to unduplicated pupils as compared to services provided to all pupils. McCloud Elementary School (MES) will easily meet or exceed its proportionality agreement through goals detailed in Section 2 of the plan   MES plans to provide actions and services on a school/district-wide basis; however, for the most part, the goals are designed to inherently aid and support our largest subgroup - Low Income (LI) students (Below).

Stakeholder meetings were held throughout 2016-2017 to discuss plans for expenditures related to the support of all students while also specifically addressing the needs of LI students. Priority will be given to these actions and services which are provided on a school-wide basis, but meet the needs of low income students:
1) Actions 2.6 and 2.8 meet the needs of LI students by adding instructional time to upper grade level math and school -wide reading courses which will directly benefit LI students as they are frequently students who have lower assessment scores.
2) Action 2.12 supports Low Income students in the classrooms by maintaining the level of instructional aides at three.
3) Action 3.3 meets the needs of LI students by providing enrichment programs that benefit LI students, specifically Safe After School for Everyone, Gifted and Talented Education, art, music, and athletics. Other beneficial programs that will address the issues of low income students are: Drug Abuse Resistance Education, Bullying Prevention, Project Alert and Positive Prevention.
4) Action 3.5 meets the needs of LI students by building a partnership with the McCloud Community Healthcare Center to provide counseling services to all students, but more specifically to our LI population. The partnership with Great Northern, in particular, provides our low income students with nutritional support during school vacations and summer.
5) Actions 6.1-6.6 continue the tradition of partnering with parent groups to provide ample opportunities for parents to be active participants in our school community. Low Income students will directly benefit from parent attendance at events which support families and provide needed services.
6) Action 8.6 supports Low Income students by adding two additional nursing days to the contract with SCOE Health Services Department. This provides students more access to health resources as needed and above mandated responsibilities of the school nurse.This is particularly important for LI students and parents as their access to resources is limited.

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Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

> - Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

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

> - Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

> - Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

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

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

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

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

    o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

    A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

    B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and

    C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

    A. The implementation of state board adopted academic content and performance standards for all students, which are:

        a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts

        b. Mathematics – CCSS for Mathematics

        c. English Language Development (ELD)

        d. Career Technical Education

        e. Health Education Content Standards

        f. History-Social Science

        g. Model School Library Standards

        h. Physical Education Model Content Standards

        i. Next Generation Science Standards

        j. Visual and Performing Arts

        k. World Language; and

    B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

    A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;

    B. How the school district will promote parental participation in programs for unduplicated pupils; and

    C. How the school district will promote parental participation in programs for individuals with exceptional needs.

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

    A. Statewide assessments;

    B. The Academic Performance Index;

    C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;

    D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);

    E. The English learner reclassification rate;

    F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

    G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

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

    A. School attendance rates;

    B. Chronic absenteeism rates;

    C. Middle school dropout rates;

    D. High school dropout rates; and

    E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
   A. Pupil suspension rates;
   B. Pupil expulsion rates; and
   C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
   A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
   B. Programs and services developed and provided to unduplicated pupils; and
   C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
   A. Working with the county child welfare agency to minimize changes in school placement
   B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
   C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
   D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
   A. Local priority goals; and
   B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

    (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

    (A) enrolled less than 31 days

    (B) enrolled at least 31 days but did not attend at least one day

    (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

      (i) are enrolled in a Non-Public School

      (ii) receive instruction through a home or hospital instructional setting

      (iii) are attending a community college full-time.

    (2) The number of students who meet the enrollment requirements.

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

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

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

    (2) The total number of cohort members.

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

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

    (1) For a 4-Year Cohort Graduation Rate:

    (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

    (B) The total number of students in the cohort.

    (C) Divide (1) by (2).

    (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

    (A) The number of students who either graduated as grade 11 students or who earned any of the following:

    (i) a regular high school diploma

    (ii) a High School Equivalency Certificate

    (iii) an adult education diploma

    (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

    (B) The number of students in the DASS graduation cohort.

    (C) Divide (1) by (2).

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS
Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	124,879.63	122,779.85	101,035.12	124,879.63	309,290.20	535,204.95
	0.00	0.00	0.00	0.00	0.00	0.00
After School Education and Safety (ASES)	17,050.71	0.00	0.00	17,050.71	17,536.16	34,586.87
Base	35,619.16	22,287.95	32,974.74	35,619.16	37,544.60	106,138.50
Classified Professional Development Block Grant	0.00	0.00	0.00	0.00	1,084.28	1,084.28
Concentration	0.00	0.00	35,075.91	32,066.88	30,313.99	97,456.78
CSI Funds	0.00	0.00	0.00	0.00	166,671.40	166,671.40
Educator Effectiveness Funds	0.00	0.00	3,200.00	0.00	0.00	3,200.00
Locally Defined	17,355.96	23,871.00	0.00	0.00	0.00	0.00
Low Performing Schools Block Grant	0.00	0.00	0.00	0.00	11,890.00	11,890.00
Safe After School for Everyone	33,704.25	49,878.96	27,668.67	33,704.25	34,496.47	95,869.39
Supplemental	2,132.74	1,268.60	2,115.80	2,132.74	2,218.20	6,466.74
Supplemental and Concentration	0.00	864.14	0.00	0.00	0.00	0.00
Title I	19,016.81	24,609.20	0.00	4,305.89	7,535.10	11,840.99

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	124,879.63	122,779.85	101,035.12	124,879.63	309,290.20	535,204.95
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	1,000.00	0.00	1,000.00	1,000.00	15,000.00	17,000.00
2000-2999: Classified Personnel Salaries	69,457.05	78,823.05	47,995.93	69,457.05	87,844.42	205,297.40
3000-3999: Employee Benefits	20,551.44	23,075.89	13,941.45	20,551.44	31,322.80	65,815.69
4000-4999: Books And Supplies	9,150.00	4,555.62	12,734.54	9,150.00	103,350.00	125,234.54
5000-5999: Services And Other Operating Expenditures	12,500.00	7,965.00	14,700.00	12,500.00	47,974.28	75,174.28
5800: Professional/Consulting Services And Operating Expenditures	12,221.14	8,360.29	10,663.20	12,221.14	23,798.70	46,683.04

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	124,879.63	122,779.85	101,035.12	124,879.63	309,290.20	535,204.95
		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	1,000.00	0.00	1,000.00	1,000.00	0.00	2,000.00
1000-1999: Certificated Personnel Salaries	CSI Funds	0.00	0.00	0.00	0.00	15,000.00	15,000.00
2000-2999: Classified Personnel Salaries	After School Education and Safety (ASES)	13,190.00	0.00	0.00	13,190.00	13,290.00	26,480.00
2000-2999: Classified Personnel Salaries	Base	3,400.00	3,400.00	3,400.00	3,400.00	2,800.00	9,600.00
2000-2999: Classified Personnel Salaries	Concentration	0.00	0.00	26,975.93	28,137.05	28,684.42	83,797.40
2000-2999: Classified Personnel Salaries	CSI Funds	0.00	0.00	0.00	0.00	18,200.00	18,200.00
2000-2999: Classified Personnel Salaries	Locally Defined	13,426.13	18,466.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Safe After School for Everyone	23,730.00	36,920.00	16,620.00	23,730.00	23,870.00	64,220.00
2000-2999: Classified Personnel Salaries	Supplemental	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	3,000.00
2000-2999: Classified Personnel Salaries	Title I	14,710.92	19,037.05	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits		0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	After School Education and Safety (ASES)	3,860.71	0.00	0.00	3,860.71	4,246.16	8,106.87
3000-3999: Employee Benefits	Base	1,212.16	995.18	1,108.74	1,212.16	894.60	3,215.50
3000-3999: Employee Benefits	Concentration	0.00	0.00	8,099.98	3,929.83	1,629.57	13,659.38
3000-3999: Employee Benefits	CSI Funds	0.00	0.00	0.00	0.00	9,071.40	9,071.40
3000-3999: Employee Benefits	Locally Defined	3,929.83	5,405.00	0.00	0.00	0.00	0.00

		Total Expenditures by Object Type and Funding Source					
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
3000-3999: Employee Benefits	Safe After School for Everyone	6,974.25	10,834.96	4,464.13	6,974.25	7,626.47	19,064.85
3000-3999: Employee Benefits	Supplemental	268.60	268.60	268.60	268.60	319.50	856.70
3000-3999: Employee Benefits	Title I	4,305.89	5,572.15	0.00	4,305.89	7,535.10	11,840.99
4000-4999: Books And Supplies	Base	6,150.00	2,431.62	6,150.00	6,150.00	3,850.00	16,150.00
4000-4999: Books And Supplies	CSI Funds	0.00	0.00	0.00	0.00	96,500.00	96,500.00
4000-4999: Books And Supplies	Safe After School for Everyone	3,000.00	2,124.00	6,584.54	3,000.00	3,000.00	12,584.54
5000-5999: Services And Other Operating Expenditures	Base	12,500.00	7,965.00	11,500.00	12,500.00	30,000.00	54,000.00
5000-5999: Services And Other Operating Expenditures	Classified Professional Development Block Grant	0.00	0.00	0.00	0.00	1,084.28	1,084.28
5000-5999: Services And Other Operating Expenditures	CSI Funds	0.00	0.00	0.00	0.00	5,000.00	5,000.00
5000-5999: Services And Other Operating Expenditures	Educator Effectiveness Funds	0.00	0.00	3,200.00	0.00	0.00	3,200.00
5000-5999: Services And Other Operating Expenditures	Low Performing Schools Block Grant	0.00	0.00	0.00	0.00	11,890.00	11,890.00
5800: Professional/Consulting Services And Operating Expenditures	Base	11,357.00	7,496.15	9,816.00	11,357.00	0.00	21,173.00
5800: Professional/Consulting Services And Operating Expenditures	CSI Funds	0.00	0.00	0.00	0.00	22,900.00	22,900.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	864.14	0.00	847.20	864.14	898.70	2,610.04
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	0.00	864.14	0.00	0.00	0.00	0.00

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

Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Total Expenditures by Goal						
Goal 1	18,398.00	8,046.15	20,066.00	18,398.00	98,584.28	137,048.28
Goal 2	55,936.38	65,530.91	37,571.41	55,936.38	121,746.65	215,254.44
Goal 3	42,353.51	41,973.43	36,231.91	42,353.51	43,191.07	121,776.49
Goal 4	5,709.00	4,671.86	4,700.00	5,709.00	43,200.00	53,609.00
Goal 5			0.00	0.00	0.00	0.00
Goal 6			0.00	0.00	0.00	0.00
Goal 7	350.00	424.76	350.00	350.00	350.00	1,050.00
Goal 8	2,132.74	2,132.74	2,115.80	2,132.74	2,218.20	6,466.74

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

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

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