

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2018-2019

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name

Contact Name and Title

Email and Phone

Summerville High School

Michael S. Merrill
Superintendent

mmerrill@summbears.net
209-928-3498

2017-20 Plan Summary

The Story

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

Summerville High School

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

Summerville High School (SHS) is a comprehensive high school of 447 students. The Summerville Union High School District includes three necessary small high schools; and one 7-12 fine arts charter School. The Connections Visual and Performing Arts Academy (fine arts charter school) students, all 220 of them, attend classes with Summerville High students. This raises the number of students on campus to 621. The 50- year old facility serves the eastern portion of Tuolumne County. Tuolumne County is rural and covers a large geographical area. Some of our students travel up to thirty miles each day to school and a large number are bussed because the campus is not within walking distance of any neighborhoods. The county is supported by tourism, a reduced timber industry, retail and service occupations, as well as the local Black Oak Casino.

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

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

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

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

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

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

The student population of Summerville High School, including Connections Visual and Performing Arts Academy, is primarily Caucasian. During the 2016-2017 school year, the following ethnic groups were represented: African American, 1.12%; American Indian or Alaskan Native, 6.6%; Chinese, 0%; Vietnamese, 0%; White, 76.8%; Filipino, 0%; Hispanic or Latino, 13.84%; Native Hawaiian or Pacific Islander, .64%; Asian, .81%; Samoan, 0%; unclassified, .48%. Over the past five years, there have been very few English Language Learners enrolled at SHS, and during the current school year, all students are fluent in English. According to CBEDS, 36.07 % of students participate in the free and reduced lunch program.

The number of special needs students has increased over the past five years. Currently, SHS has 60 enrolled students with a 504 plan and 44 with an active IEP. These students are monitored by our resource and special education teachers.

Students on campus are very active in athletics and the performing arts. According to the student survey, 65% participate in after school athletics, and 46% are involved in performing arts activities, such as band, choir, or theatre arts. Jazz @ 8, the choral jazz group is well known in the county and performs in a variety of venues around the state each year.

After graduating from SHS, approximately 28% of graduating seniors attend four-year colleges or universities, while 52% continue their education in community colleges. A handful of students each year enlist in the military or immediately enter the work force.

LCAP Highlights

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

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

Review of Performance

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

Greatest Progress

Actions in place showed excellent progress. The ELD course was utilized by the teacher much better than in the past. Students participated in silent reading, grades were checked by the teacher, and assignments were followed up on from the original class. After school tutoring increased in usage and expanded to four days a week. Summer credit recovery switched to an online format in 2017. Students were faced with a higher rigor and showed success using this format. More courses were A-G approved including ASB for 2017-2018. The emphasis on SSTs has shown to be effective at getting parents, teachers, and students together to discuss the student's performance in the class. Increasing the capacity of staff in technology through PD expanded by providing seven training sessions for staff.

Greatest Needs

CAASPP scores for 2018 are pending. Implementing *Get Focused, Stay Focused* had marginal implementation. Better teacher organization of the programs is encouraged. No staff took advantage of the AP trainings this year.

The important CDE Dashboard indicators currently are suspension and graduation. The five by five indicator places Summerville at the “Very High”, red range in both. Administrators and the Site Council have reviewed discipline policies to determine if discipline consequences are appropriate and to consider alternatives to suspension in some cases. Administrators are also reviewing attendance policies and practices to improve the chronic absenteeism rate. Administrators are reviewing suspensions and infractions on a case by case basis, while looking for other means of discipline.

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

Performance Gaps

The Dashboard five by five indicator for graduation shows that white students increased from the previous year to blue, “very high”, above 95% graduation rate. However, socioeconomically disadvantaged students fell into the yellow range, 85-90% graduation rate. A discrepancy exists between the white population, and socioeconomically disadvantaged students in areas such as suspension, graduation rates, and can be assumed in other categories such as attendance, discipline, 504s, SSTs, and lower academic performance. Actions in this LCAP are meant to address these discrepancies through tutoring, support, SSTs, summer credit recovery, meetings with counselors, goal planning, CTE student engagement, support classes, teacher professional development, school crisis counseling, and improving campus climate.

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

Increased or Improved services

A refined SST and RTI process is now in place. Administrators will continue to emphasize the effectiveness of early intervention and classroom strategies to support the most at risk students. Students failing in private without identification and intervention is not an option. A multi-services and intervention approach will characterize our next steps. The cornerstone of this effort is early identification; a predetermined plan; caring adults who will take action; contact with parents; pursuit of every struggling student, and following up as a matter of routine.

Budget Summary

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

| DESCRIPTION | AMOUNT |
|--|-----------------|
| Total General Fund Budget Expenditures For LCAP Year | \$ 7,249,031.83 |

DESCRIPTION**AMOUNT**

Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year

\$ 345,869

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

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

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

DESCRIPTION**AMOUNT**

Total Projected LCFF Revenues for LCAP Year

\$ 6,061,762

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

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

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

State and/or Local Priorities addressed by this goal:

Priority One: Basic Conditions of Learning

Priority Two: State Standards

Priority Four: Pupil Achievement

Annual Measureable Outcomes

Expected

Actual

Graduation Rate: (baseline 2016 92.1%) 2018 92.4%

Estimated: 96%

SBAC 95% Tested: (baseline in 2015/16 95% tested) 2018 95+%

TBD:

CASSPP 11th: Meets or exceeds standards. (baseline 2015 ELA 43% and math 19%) ELA 72%
Math 41%

TBD:

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 |
|---|---|--|--|
| Math 1 and 2: support classes ELA Development 1 and 2: support classes | Math 1 and 2: support classes ELA Development 1 and 2: support classes | \$44,613.62-TOTAL \$37,645.45 (1000)- Salaries \$6,968.17 (3000)- Benefits Supplemental (1000)-Salaries (3000)-Benefits | \$50,198.12-TOTAL \$42,357.71 (1000)- Salaries \$7,840.41 (3000)- Benefits Supplemental (1000)-Salaries (3000)-Benefits |

Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|-----------------------------|----------------------------|---|---|
| After school tutoring | After school tutoring | \$11,160.60-TOTAL \$9,000 (1000/2000)- Classified and Certificated Salaries \$2,160.60 (3000)- Benefits Supplemental (1000/2000)-Salaries (3000)-Benefits Dist. defined (7090) | \$12,033.74-TOTAL \$10,100 (1000/2000)- Classified and Certificated Salaries \$1,933.74(3000)- Benefits Supplemental (1000/2000)-Salaries (3000)-Benefits Dist. defined (7090) |

Action 3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|--|---|
| Core teachers to Math/Science Common Core training. | Three teachers were sent to NGSS training. | \$5,000-TOTAL \$5,000(Services/Conferences/Trav) Supplemental (5000)-Services Resource 0935 | \$6,240-TOTAL \$6,240(Services/Conferences/Trav.) Supplemental (5000)-Services Resource 0935 |

Action 4

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--|--|
| Summer credit recovery for underperforming students | Summer credit recovery provided by BYU online portal. | \$14,493.04-TOTAL \$7,672.80 (1000) Certificated Salaries \$1,420.24 (3000) Benefits \$5,400 (4000) Supplies Supplemental (1000) Salaries (3000) Benefits (4000) Supplies Resource 0926 | \$12,370.03-TOTAL \$7,248.86 (1000) Certificated Salaries \$781.17 (3000) Benefits \$4,340 (4000) Supplies Supplemental (1000) Salaries (3000) Benefits (4000) Supplies Resource 0926 |

Action 5

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|-----------------------|-------------------------------|
| Admin provide annual student academic progress reviews to every student | Admin provided annual student academic progress reviews to every student | \$0 | \$0 |

Action 6

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|----------------------------------|
| SBAC training on interim assessments for ELA and Math | Admin attended SBAC training to provide information to staff-There was no cost to the district for these trainings. They were provided by the County Office of Education. | \$2,000-TOTAL \$2,000-(5000) Services/Conf./Travel Supplemental (5000)- Services/Conf./Travel Resource 0935 | \$0 |

Action 7

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|--------------------------|----------------------------------|
| Qualify more courses for A-G requirements | Additional courses meeting A-G requirements were added | \$0 | \$0 |

Action 8

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---------------------------------|---|---|----------------------------------|
| Purchase common core curriculum | CDE has not approved the NGSS adoption in time for purchase this year | \$61,604.30-TOTAL \$61,604.30 (4000) Supplies Supplemental (4000) Supplies Resource 0920 | \$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.

Cell

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

The use of Math 1 and Math 2 support, and ELA Development courses were provided to identified at risk students. After school tutoring was provided throughout the year. Common core training and textbooks continue to be an emphasis along with NGSS training for science teachers. Summer credit recovery was provided in the summer of 2017 while all students have been seen by their counselor to review academic progress. Speech debate and CTE law enforcement was added to the master schedule and a teacher was hired to teach the course.

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

The California Dashboard and local indicators point to a conclusion of a high graduation rate. The school wide rate was 94.9% on the dashboard for 2017 and unavailable for this LCAP for 2018. By this measure the school showed excellent improvement in these academic measures while maintaining supremacy of scores over the state and county averages.

The school also reached its goal of 95% students tested in all categories in the SBAC in the spring 2018 testing cycle. The previous year's SBAC scores indicated a decline from the previous year. Current year data is unavailable as of this report.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material difference in expenditures for Goal #1 was the decrease of \$61,604 in expenses for common core textbook purchases. While the staff was prepared to review and purchase the Science curriculum the CDE did not approve the NGSS adoption in time for purchase this year.

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.

A new course entitled “Online Learning” will be introduced in the 2018-2019 school year. This course will target students who want to take college courses and also provide an opportunity for more at risk students to complete credit recovery during school hours through BYU online courses. This new action is listed under goal 3, action #6

Discussions in the science department involved identifying specific supports the LCAP provides for implementation of NGSS standards. The department recommended and it will be accepted, to identify actions targeted toward Science, not as “science common core, but NGSS.” The 2018-2019 documents will reflect that. The Science department also indicated a preference to identify the need for training in new curriculum identified in action 8, goal 1. This change has been made for 2018-2019; 2019-2020. In addition, as the science department continues to incorporate NGSS standards, the need to provide access to appropriate lab facilities and equipment has surfaced. The concept of a single lab classroom, shared by all lab science classes has been discussed in addition to creating a more interactive classroom instruction environment in room 303. Options are being discussed with potential action #9 in goal one for 2018-2019.

[Annual Update](#)

LCAP Year Reviewed: 2017-18

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

Goal 2

Goal #2. Increase student engagement:

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

State and/or Local Priorities addressed by this goal:

Priority Five: Pupil Engagement

Priority Six: School Climate

Annual Measureable Outcomes

Expected

Actual

| | |
|--|-------------------|
| Three Tech PD to staff | 7 for 2017-2018. |
| Increase Attendance Rate (baseline 2016 94%) 2018 94.2% | Estimated: 94.77% |
| Decrease Chronic Absenteeism (baseline 2016 14.75%) 2018 14.5% | Estimated: 17.8% |

Expected

Actual

| | |
|--|---|
| Decrease suspension rate (baseline 2015/16 8.4%) 2018 6% | Estimated: 9.5% |
| Decrease expulsion rates (baseline 2015/16 .93%) 2018 .80% | Estimated: .0092% (6 out of 650 students) |
| Recognize students in Character Counts Program (baseline 2016/17 6 luncheons) 2018 7 luncheons | 6 CC Programs |

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 |
|--|---|--|--|
| RTI emphasis on SST; modifying instruction; professional development | RTI emphasis on SST; modifying instruction; professional development was provided | \$31,996.15-TOTAL \$19,404.40 (1000) Salaries \$3,591.75 (3000) Benefits \$9,000 (5000) Services/Consultant Supplemental (1000) Salaries (3000) Benefits (5000) Services Resource 0935 | \$26,770.30-TOTAL \$16,727.90 (1000) Salaries \$3,012.11(3000) Benefits \$7,030.29 (5000) Services/Consultant Supplemental (1000) Salaries (3000) Benefits (5000) Services Resource 0935 |

Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|-------------------------------|--------------------------------------|-----------------------|-------------------------------|
| • Professional development in | • Consultation and guidance provided | \$8,994.91-TOTAL | \$5,388.06-TOTAL |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--|---|
| classroom technology instruction through TCSOS | to the Tech Committee and administration. | \$7,590 (1000)-Salaries \$1,404.91 (3000)-Benefits Supplemental (1000) Salaries (3000) Benefits | \$4,546.50 (1000)-Salaries \$841.56 (3000)-Benefits Supplemental (1000) Salaries (3000) Benefits |

Action 3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|----------------------------------|---|---|---|
| School crisis counselor services | School crisis counselor services provided | \$29,159.39-TOTAL \$24,605 (1000) Salaries \$4,554.39 (3000) Benefits Supplemental (1000) Salaries (3000) Benefits Function 3110 | \$27,832.07-TOTAL \$23,485 (1000) Salaries \$4,347.07 (3000) Benefits Supplemental (1000) Salaries (3000) Benefits Function 3110 |

Action 4

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--|--|
| Expand instructional access to technology; and professional development for instruction for teachers | Expand instructional access to technology and professional development for instruction for teachers; and provided one on one access to tech for students | \$61,209.90-TOTAL \$55,636.75 (4000) Supplies \$5,573 (5000) Services Supplemental (4000) Supplies (5000) Services | \$43,551.94-TOTAL \$42,133.38 (4000) Supplies \$1,418.56 (5000) Services Supplemental (4000) Supplies |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|-----------------------------|----------------------------|-------------------------------------|---|
| | | Resource 0008 Dist. Defined 0199 | (5000) Services Resource 0008 Dist. \$4,239- (5000) Services Resource 6264-EEF |

Action 5

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|-----------------------------|--|--------------------------|----------------------------------|
| Get Focused Stay Focused | Get Focused Stay Focused was implemented this year | \$0 | \$0 |

Action 6

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|--|---|
| Engage students in character education through Character Strong curriculum. | Students are more engaged in character education after Character Strong curriculum was introduced. | \$2,000-TOTAL \$2,000 (4000) Supplies Supplemental (4000) Supplies Resource 0935 | \$2,137.57-TOTAL \$2,137.57 (4000) Supplies Supplemental (4000) Supplies Resource 0935 |

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.

Professional development emphasized the SST and RTI process for 2017-2018. The principal and grade level coordinators conducted increased meetings and intervention meetings with students and their adult stakeholders. Tech professional development increased with monthly “what’s app’ening” segments in staff development. The school crisis counselor continued to provide services. The character strong curriculum was introduced in the school and the Character Counts celebrations took place monthly. Get Focused, Stay Focused was implement this year.

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

The staff responded positively to the SST process. A reduction of requests for 504 plans resulted from these meetings. Students received increased targeted interventions aimed at their specific struggles.

Mr. Sweitzer has done an excellent job with the Character Counts program by recognizing students being caught showing positive character.

Teachers have continued to receive tech support professional development for classroom use of tech for instruction. Hardware for instruction and providing ongoing access to one to one devices has taken place at the school.

Students have shown a willingness to receive support for their personal issues with our crisis counselor. The counselor has shown great skill in supporting at risk populations who are struggling with personal issues. Students who feel safe at school tend to have higher attendance rates and be more successful.

Though attendance rates are high, suspension and expulsion rates remain high as well. Administrators have looked at and enforced alternative means for correction of student negative behavior. Expulsions have resulted from multiple drug infractions on campus. Suspensions have been adjusted for the most serious of infractions. Yet the numbers continue to be high, particularly for our free and reduced students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The discrepancy between the budget and actual spending was primarily due to Professional development expenses paid for out of Educator Effectiveness one time funding. Originally the district planned to have an RTI/SST consultant provide training, however this was done by the district administration.

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.

Student engagement remains a high priority for the school, particularly for our most at risk students. Efforts will continue through the Get Focused, Stay Focused is a goal setting program that when fully implemented will cover student's grade 9-12. Pulling students into the SST process as early as possible will be a target for 2018-2019. Research indicates the more students are connected to the school by engaging in the processes and activities, the more successful they will be.

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 3

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

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

State and/or Local Priorities addressed by this goal:

Priority Three: Parental Involvement
Priority Seven: Course Access
Priority Eight: Other Pupil Outcomes

Annual Measureable Outcomes

Expected

Actual

Percent graduating meeting a-g 51% (baseline 2016 55%) 2018 57%

Estimated: 53%

Increase students in pathway programs (baseline 2016 405 enrollments) 2018 410 enrollments

Estimated 80% graduating seniors

4 year college senior enrollment (baseline 2016 27.8%) 2018 28%

Estimated: 30%

Expected

Actual

Seniors attending Columbia College (baseline 2016 33.8%) 2018 35%

Estimated: 57%

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 |
|---|--|--|---|
| Provide equipment for Pathway instruction | Supplies purchased for CTE courses to expand pathways (Vet Science, Manufacturing, Robotics, Leadership) | \$4,381-TOTAL \$4,381 (4000) Supplies Supplemental (4000) Supplies Resource 0935 | \$4,353.39-TOTAL \$4,353.39 (4000) Supplies Supplemental (4000) Supplies Resource 0935 |

Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--------------------------|----------------------------------|
| Increase student enrollment in Pathway courses | Pathway courses are emphasized to students through the registration process. | \$0 | \$0 |

Action 3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|-----------------------------|--|--|---|
| CTE teacher training | Multiple CTE teacher trainings were provided | \$5,000 CTEIG (5000)- Services/Travel/Confere | \$2,918.89 CTEIG (5000)- Services/Travel/Confere |

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

nce
Resource 6387

nce
Resource 6387

Action 4

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

AP training for teachers

No teachers attended this year.

\$2,000-TOTAL
\$2,000 (5000)
Services/Trav/Conf
Supplemental
(5000)
Services/Trav/Conf
Resource 0935

\$0

Action 5

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Incorporate a Columbia College CTE
course on campus for 2017-2018.

Incorporated a Columbia College CTE
course on campus for 2017-2018.

\$4,000
Base Grant
(4000) Books and
Supplies

\$911.45
Base Grant
(4000) Books and
Supplies
\$3,000
(4000)Books and
Supplies
Resource 7338

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.

Cell

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

Efforts are being made to prepare more students for more options upon graduation from Summerville. Involvement in a-g courses, career-tech education, and focus on the future guide students into a more defined future. Equipment dedicated to pathway instruction was purchased this year. The new course in Fire Science in a partnership with Columbia College increased the CTE participation. CTE training was a focus for the year, however no teacher were available for P training leading up to this school year.

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

More courses have been identified and qualified as a-g courses at Summerville. GLCs are guiding more students into these courses, with the result being more students are graduating college ready going from 39% in 2013 to 55% in 2016. Emphasis on pathway courses and equipment has taken place through the CTIEG Grant.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Expenditures that impacted a discrepancy between budgeted and actual expenditures were the supplies paid for by Educator Effectiveness, College Readiness, and the Adult Education Block Grant as well as the fact that teachers did not have a need to attend AP training during the 17/18 fiscal year.

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.

Efforts will target increasing a-g courses at the school. The school will continue implementing the curriculum "Get Focused, Stay Focused" for 2018-2019 and beyond. This curriculum guides students to make a 10 year plan for their future which includes, preparation, employment, education, family, and economic goals. GFSF has proven to reduce freshman failure rates, decrease drop outs and increase attendance, all contributing to a higher success rate for freshman transition and focus for students throughout the high school experience. Efforts will be made to continue to maintain a two year cycle of sending every AP teacher to professional development.

Stakeholder Engagement

LCAP Year: 2017-18

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?

The LEA has engaged the community in multiple efforts to solicit input into the LCAP. Shareholder meetings have been held where input was solicited from the School Site Council, the Tech Committee, PLC Leads, Staff, and the governing board. Parents were contacted through the “School Messenger” automated call program. The School Site Council is serving as the primary community review committee for the LCAP.

More school improvement issues that are imbedded in the LCAP are discussed in increasing regularity at school meetings. The use of technology continues to be a driving force on campus, both in planning and evaluating the instructional success. The technology committee has been a great resource in providing thoughtful review of the tech initiatives. The school board has a strong emphasis on academics. This emphasis includes regular reports to the board on student achievement, professional development, and student academic outcomes.

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

September 7, 2017 Tech Committee

September 13, 2017 SSC

October 4, 2017 Tech Committee

October 11, 2018 SSC

November 1, 2017 Tech Committee
November 8, 2017 SSC
December 6, 2017 Tech Committee
December 13, 2017 SSC
January 3, 2018 Tech Committee
January 10, 2017 SSC
February 7, 2018 Tech Committee
February 14, 2018 SSC
March 7, 2018 Tech Committee
March 14, 2018 SSC
April 4, 2018 Tech Committee
April 11, 2018 SSC
April 13, 2018 Management Team Review of LCAP
April 17, 2018 CVPAA Advisory Group
April 18, 2018 SUHSD Board Budget Workshop
April 19, 2018 Administration Meeting with Science Department
April 26, 2018. SUHSD Certificated Staff
May 4, 2018. SUHSD Administrative Team Review
May 9, 2018 SSC
June 26, 2018. SUHSD School Board. First Reading
June 27, 2018. SUHSD School Board. Approval

School Site Council includes student and parent representation.

Impact on LCAP and Annual Update

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

For SUHSD, the LCAP process is integrated into ongoing discussions and evaluations of programs, expenditures, outreach effectiveness, and LCAP goals. The outreach to stakeholders resulted in providing valuable information for continuing current actions, modifying actions, and adding new actions. Expansion of our course offerings will include an “online course”. The online course offering will include access to Columbia College courses and BYU high school course credit recovery. In preparing students for college, career, and community, we will focus both on our college going students and students “at risk” of not graduating in the same classroom. Stakeholder input supports the an increase effectiveness of student engagement through technology; increasing teacher effectiveness through professional development in the areas of technology use, more professional development in RTI and student interventions, effective first teaching, and classroom intervention strategies. The discussions during the budget workshop on April 18 and with the science department on April 19th, have focused on the needs in continuing to implement NGSS. As the science department continues to incorporate NGSS standards, the need to provide access to appropriate lab facilities and equipment has surfaced. The concept of a single lab classroom, shared by all lab science classes has been discussed in addition to creating a more interactive classroom instruction environment in room 303. Options are being discussed with potential action #9 in goal one for 2018-2019 to include converting room 306 into a dedicated science lab.

Goals, Actions, & Services 2018-2019

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 1

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

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

State and/or Local Priorities addressed by this goal:

Priority One: Basic Conditions of Learning

Priority Two: State Standards

Priority Four: Pupil Achievement

Identified Need:

To provide a challenging curriculum to every student.

Expected Annual Measureable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|------------------------|------------|---------|---------|---------|
| Graduation Rate | 2016 92.1% | 92.4% | 92.7% | 93% |
| SBAC 95% Tested | 2016 95%+ | 95%+ | 95%+ | 95%+ |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|-------------------------------|--|---------------------|---------------------|---------------------|
| CASSPP 11th | 2016 Meets/Exceeds ELA 71%. Math 40%. | ELA 72% Math 41% | ELA 73% Math 42% | ELA 74% Math 43% |

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):

OR

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

Students to be Served:

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

 English Learners Foster Youth
 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

Math 1 and 2: support classes
 ELA Development 1 and 2: support classes

2018-19 Actions/Services

Math 1 and 2: support classes
 ELA Development 1 and 2: support classes

2019-20 Actions/Services

Math 1 and 2: support classes
 ELA Development 1 and 2: support classes

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|---|
| Amount | \$44,613.62-TOTAL \$37,645.45 (1000)-Salaries \$6,968.17 (3000)-Benefits | \$52,326.46-TOTAL \$43,579.24 (1000)-Salaries \$8,747.22 (3000)-Benefits | \$54,196-TOTAL \$44,451 (1000)-Salaries \$9,745 (3000)-Benefits |
| Source | Supplemental | Supplemental | Supplemental |
| Budget Reference | (1000)-Salaries (3000)-Benefits | (1000)-Salaries (3000)-Benefits | (1000)-Salaries (3000)-Benefits |

Action 2

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

Students to be Served:

(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)

English Learners

Foster Youth

Low Income

Limited to Unduplicated Student Group(s)

Summerville High School. Grades 9-12

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

After school tutoring

2018-19 Actions/Services

After school tutoring

2019-20 Actions/Services

After school tutoring

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

| Year | 2017-18 | 2018-19 | 2019-20 |
|-------------------------|--|---|---|
| Amount | \$11,160.60-TOTAL \$9,000 (1000/2000)-Classified and Certificated Salaries \$2,160.60 (3000)-Benefits | \$12,538.64-TOTAL \$10,100 (1000/2000)-Classified and Certificated Salaries \$2,438.64 (3000)-Benefits | \$13,345-TOTAL \$10,302 (1000/2000)-Classified and Certificated Salaries \$3,043 (3000)-Benefits |
| Source | Supplemental | Supplemental | Supplemental |
| Budget Reference | (1000/2000)-Salaries (3000)-Benefits Dist. defined (7090) | (1000/2000)-Salaries (3000)-Benefits Dist. defined (7090) | (1000/2000)-Salaries (3000)-Benefits Dist. defined (7090) |

Action 3

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

Students to be Served:

(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)

| | | | |
|--|--|----------|--------------------------|
| <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Low Income | <input checked="" type="checkbox"/> Foster Youth | LEA Wide | All schools. Grades 9-12 |
|--|--|----------|--------------------------|

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

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Core teachers to Math Common Core and NGSS training.

Academic teachers attend standards based professional development

Academic teachers attend standards based professional development

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|-------------------------|---|---|---|
| Amount | \$5,000-TOTAL \$5,000(Services/Conferences/Trav) | \$3,000-TOTAL \$3,000(Services/Conferences/Trav) | \$3,000-TOTAL \$3,000(Services/Conferences/Trav) |
| Source | Supplemental | Supplemental | Supplemental |
| Budget Reference | (5000)-Services Resource 0935 | (5000)-Services Resource 0935 | (5000)-Services Resource 0935 |

Action 4

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

Students to be Served:

(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) |
|---|--|---|
| <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income | Limited to unduplicated students | All schools. Grades 9-12 |

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 | Unchanged | Unchanged |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| Summer credit recovery for underperforming students | Summer credit recovery for underperforming students | Summer credit recovery for underperforming students |

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|---------------|---|---|--|
| Amount | \$14,493.04-TOTAL \$7,672.80 (1000) Certificated Salaries \$1,420.24 (3000) Benefits \$5,400 (4000) Supplies | \$15,755.29-TOTAL \$9,245.20 (1000) Certificated Salaries \$1,110.09 (3000) Benefits \$5,400 (4000) Supplies | \$17,497.25-TOTAL \$9,430 (1000) Certificated Salaries \$2,067.25 (3000) Benefits \$6,000 (4000) Supplies |
| Source | Supplemental | Supplemental Resource 0926 | Supplemental Resource 0926 |

| Year | 2017-18 | 2018-19 | 2019-20 |
|-------------------------|--|--|--|
| Budget Reference | (1000) Salaries (3000) Benefits (4000) Supplies Resource 0926 | (1000) Salaries (3000) Benefits (4000) Supplies Resource 0926 | (1000) Salaries (3000) Benefits (4000) Supplies Resource 0926 |

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)

English Learners 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. Grades 9-12

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

Unchanged

Unchanged

2017-18 Actions/Services

Admin provide annual student academic progress reviews to every student

2018-19 Actions/Services

Admin provide annual student academic progress reviews to every student

2019-20 Actions/Services

Admin provide annual student academic progress reviews to every student

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|---------|---------|
| Amount | \$0 | \$0 | \$0 |
| Source | | | |
| Budget Reference | | | |

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)

 English Learners Foster Youth

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))

Location(s):

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

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

SBAC training on interim assessments for ELA and Math E

2018-19 Actions/Services

SBAC training on interim assessments for ELA and Math

2019-20 Actions/Services

SBAC training on interim assessments for ELA and Math

Budgeted Expenditures**Year****2017-18****2018-19****2019-20****Amount**\$2,000-TOTAL
\$2,000-(5000) Services/Conf./Travel

\$0

\$0

Source

Supplemental

Support provided by County Office at no cost

Support provided by County Office at no cost

Budget Reference(5000)- Services/Conf/Travel
Resource 0935

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 students

Location(s):

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

All schools. Grades 9-12

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Qualify more courses for A-G requirements

2018-19 Actions/Services

Qualify more courses for A-G requirements

2019-20 Actions/Services

Qualify more courses for A-G requirements

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|---------|---------|
| Amount | \$0 | \$0 | \$0 |
| Source | | | |
| Budget Reference | | | |

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)

All students

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)

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

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

Purchase common core curriculum

2018-19 Actions/Services

Purchase standards based curriculum and professional development.

2019-20 Actions/Services

Purchase standards based curriculum and professional development.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|-------------------------|--|---|--|
| Amount | \$61,604.30-TOTAL \$61,604.30 (4000) Supplies | \$67,322.98-TOTAL \$67,322.98(4000) Supplies | \$44,981-TOTAL \$44,981 (4000) Supplies |
| Source | Supplemental | Supplemental | Supplemental |
| Budget Reference | (4000) Supplies Resource 0920 | (4000) Supplies Resource 0920 | (4000) Supplies Resource 0920 |

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):

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)

All students

Scope of Services:

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

Schoolwide

Location(s):

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

Summerville High School

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

Unchanged

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

Implement the concept of a single lab classroom, shared by all lab science classes has been discussed in addition to creating a more interactive classroom instruction environment in room 303.

Implement the concept of a single lab classroom, shared by all lab science classes has been discussed in addition to creating a more interactive classroom instruction environment in room 303.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|---|--|
| Amount | | \$45,032.78-TOTAL \$45,032.78(4000) Supplies | \$20,000-TOTAL \$20,000 (4000) Supplies |
| Source | | Supplemental | Supplemental |
| Budget Reference | | (4000) Supplies Resource 0935 | (4000) Supplies Resource 0935 |

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

Unchanged

Goal 2

Goal #2. Increase student engagement:

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

State and/or Local Priorities addressed by this goal:

Priority Five: Pupil Engagement

Priority Six: School Climate

Identified Need:

Engaging students is key to success in student learning.

Expected Annual Measureable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|-------------------------|--------------------|--------------------|--------------------|
| Three Tech PD to staff | 2016 3 tech PD to staff | 3 tech PD to staff | 3 tech PD to staff | 3 tech PD to staff |
| Increase Attendance Rate | 2016 94% | 94.2% | 94.4% | 94.6% |
| Decrease Chronic Absenteeism | 2016 14.75% | 14.5% | 14.25% | 14% |
| Decrease suspension rate | 2015-2016 8.4% | 6% | 5% | 4% |
| Decrease expulsion rates | 2015-2016 .93% | .80% | .70% | .60% |
| Recognize students in Character Counts Program | 2016-2017 6 Luncheons | 7 luncheons | 7 luncheons | 8 luncheons |

Planned Actions / Services

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):

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners Foster Youth
 Low Income

LEA wide

All schools. Grades 9-12.

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

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

RTI emphasis on SST; modifying instruction; professional development

RTI emphasis on SST; modifying instruction; certificated staff professional development

RTI emphasis on SST; modifying instruction; professional development

Budgeted Expenditures

| | | | |
|------|---------|---------|---------|
| Year | 2017-18 | 2018-19 | 2019-20 |
|------|---------|---------|---------|

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|---|--|
| Amount | \$31,996.15-TOTAL \$19,404.40 (1000) Salaries \$3,591.75 (3000) Benefits \$9,000 (5000) Services/Consultant | \$29,371.18-TOTAL \$20,274.40 (1000) Salaries \$4,096.78 (3000) Benefits \$5,000 (5000) Services/Travel/Conference/Training | \$32,716.78-TOTAL \$19,990.90 (1000) Salaries \$3,725.88 (3000) Benefits \$9,000 (5000) Services/Consultant |
| Source | Supplemental | Supplemental | Supplemental |
| Budget Reference | (1000) Salaries (3000) Benefits (5000) Services Resource 0935 | (1000) Salaries (3000) Benefits (5000) Services Resource 0935 | (1000) Salaries (3000) Benefits (5000) Services Resource 0935 |

Action 2

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

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)

| | | | |
|--|--|----------|---------------------------|
| <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Low Income | <input checked="" type="checkbox"/> Foster Youth | LEA wide | All schools. Grades 9-12. |
|--|--|----------|---------------------------|

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

- Professional development in classroom technology instruction through TCSOS

2018-19 Actions/Services

- Professional development in classroom technology instruction through TCSOS

2019-20 Actions/Services

- Professional development in classroom technology instruction through TCSOS

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | \$8,994.91-TOTAL \$7,590 (1000)-Salaries \$1,404.91 (3000)-Benefits | \$4,000 -TOTAL \$4,000 (5000)-Services/Contracts | \$4,000-TOTAL \$4,000 (5000)-Service/Contracts |
| Source | Supplemental | Supplemental | Supplemental |
| Budget Reference | (1000) Salaries (3000) Benefits | (5000) Services Resource 0935 | (5000) Services Resource 0935 |

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):

OR

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

| | | |
|---|--|---|
| <p>Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)</p> | <p>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p> | <p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> |
| <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income | School wide | Summerville High. Grades 9-12. |

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 | Unchanged | Unchanged |

| | | |
|----------------------------------|----------------------------------|----------------------------------|
| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
| School crisis counselor services | School crisis counselor services | School crisis counselor services |

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|-------------------------|---|---|---|
| Amount | \$29,159.39-TOTAL \$24,605 (1000) Salaries \$4,554.39 (3000) Benefits | \$29,543.72-TOTAL \$24,605 (1000) Salaries \$4,938.72 (3000) Benefits | \$30,212.48-TOTAL \$24,605 (1000) Salaries \$5,607.48 (3000) Benefits |
| Source | Supplemental | Supplemental | Supplemental |
| Budget Reference | (1000) Salaries (3000) Benefits Function 3110 | (1000) Salaries (3000) Benefits Function 3110 | (1000) Salaries (3000) Benefits Function 3110 |

Action 4

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

Students to be Served:

(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)

| | | | |
|--|--|----------|---------------------------|
| <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Low Income | <input checked="" type="checkbox"/> Foster Youth | LEA wide | All schools. Grades 9-12. |
|--|--|----------|---------------------------|

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 | Modified | Unchanged |
|----------|----------|-----------|

2017-18 Actions/Services

Expand instructional access to technology and professional development for instruction for teachers

2018-19 Actions/Services

Provide instructional access to technology and professional development for instruction for teachers; and one to one tech devices to students

2019-20 Actions/Services

Provide instructional access to technology and professional development for instruction for teachers; and one to one tech devices to students

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|-------------------------|---|---|--|
| Amount | \$61,209.90-TOTAL \$55,636.75 (4000) Supplies \$5,573 (5000) Services | \$59,411.75-TOTAL \$55,636.75 (4000) Supplies \$3,775 (5000) Services | \$66,861.75-TOTAL \$55,636.75 (4000) Supplies \$11,225 (5000) Services |
| Source | Supplemental | Supplemental | Supplemental |
| Budget Reference | (4000) Supplies (5000) Services Resource 0008 Dist. Defined 0199 | (4000) Supplies (5000) Services Resource 0008 Dist. Defined 0199 | (4000) Supplies (5000) Services Resource 0008 Dist. Defined 0199 |

Action 5

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

Students to be Served:

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

All students

Location(s):

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

Summerville High School

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

New

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Get Focused Stay Focused

Get Focused Stay Focused

Get Focused Stay Focused

Budgeted Expenditures

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

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)

 English Learners Foster Youth
 Low Income
Scope of Services:

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

School wide

Location(s):

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

Summerville High

Actions/Services

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

New

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Engage students in character education through Character Strong curriculum.

2018-19 Actions/Services

Engage students in character education through Character Strong curriculum.

2019-20 Actions/Services

Engage students in character education through Character Strong curriculum.

Budgeted Expenditures

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

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

Unchanged

Goal 3

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

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

State and/or Local Priorities addressed by this goal:

Priority Three: Parental Involvement

Priority Seven: Course Access

Priority Eight: Other Pupil Outcomes

Identified Need:

Preparing students for college, career, and community

Expected Annual Measureable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------------------|----------|---------|---------|---------|
| Percent graduating meeting a-g | 2016 55% | 57% | 59% | 61% |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|---|---------|---------|---------|
| Increase students in pathway programs | 2016 405 Student course enrollments | 410 | 415 | 420 |
| 4 year college senior enrollment | 2016 27.8% | 28% | 29% | 30% |
| Seniors attending Columbia College | <ul style="list-style-type: none"> 2016 – Number of seniors taking courses at Columbia College 2016 – 44/130, 33.8% of graduating seniors | 35% | 37% | 39% |

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):

| | |
|--|--|
| | |
|--|--|

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)

| | | |
|---|-------------|------------------|
| <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth | School wide | Summerville High |
|---|-------------|------------------|

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))

Location(s):

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

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Provide equipment for Pathway instruction

2018-19 Actions/Services

Provide equipment for Pathway instruction

2019-20 Actions/Services

Provide equipment for Pathway instruction

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$4,381-TOTAL
\$4,381 (4000) Supplies\$5,135-TOTAL
\$5,135 (4000) Supplies\$5,135-TOTAL
\$5,135 (4000) Supplies

Source

Supplemental

Supplemental

Supplemental

Budget Reference

(4000) Supplies
Resource 0935(4000) Supplies
Teacher Supply Budgets(4000) Supplies
Teacher Supply Budgets

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):

Summerville High. Grades 9-12

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Increase student enrollment in Pathway courses

2018-19 Actions/Services

Increase student enrollment in Pathway courses

2019-20 Actions/Services

Increase student enrollment in Pathway courses

Budgeted Expenditures

| | | | |
|------|---------|---------|---------|
| Year | 2017-18 | 2018-19 | 2019-20 |
|------|---------|---------|---------|

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|---------|---------|
| Amount | \$0 | \$0 | \$0 |
| Source | | | |
| Budget Reference | | | |

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):

Summerville High. Grades 9-12

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

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

CTE teacher training

2018-19 Actions/Services

CTE teacher training

2019-20 Actions/Services

CTE teacher training

Budgeted Expenditures

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

Action 4

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

Students to be Served:

(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)

 English Learners Foster Youth
 Low Income
Scope of Services:

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

School wide

Location(s):

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

Summerville High. Grades 9-12

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

AP training for teachers

2018-19 Actions/Services

AP training for teachers

2019-20 Actions/Services

AP training for teachers

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$2,000-TOTAL \$2,000 (5000) Services/Trav/Conf | \$2,000-TOTAL \$2,000 (5000) Services/Trav/Conf | \$2,000-TOTAL \$2,000 (5000) Services/Trav/Conf |
| Source | Supplemental | Supplemental | Supplemental |
| Budget Reference | (5000) Services/Trav/Conf Resource 0935 | (5000) Services/Trav/Conf Resource 0935 | (5000) Services/Trav/Conf Resource 0935 |

Action 5

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

Students to be Served:

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

All

Location(s):

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

Summerville High. Grades 9-12.

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

New

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Incorporate a Columbia College CTE course on campus for 2017-2018.

2018-19 Actions/Services

Support a Columbia College CTE course on campus for 2018-2019.

2019-20 Actions/Services

Support a Columbia College CTE course on campus for 2019-2020.

Budgeted Expenditures

| | | | |
|------|---------|---------|---------|
| Year | 2017-18 | 2018-19 | 2019-20 |
|------|---------|---------|---------|

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------------------------|---|---|
| Amount | \$4,000 | \$1,000 | \$1,000 |
| Source | Base Grant | Supplemental | Supplemental |
| Budget Reference | (4000) Books and Supplies | (4000) Books and Supplies Resource 0935 | (4000) Books and Supplies Resource 0935 |

Action 6

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

Students to be Served:

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

All

Location(s):

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

Summerville High. Grades 9-12.

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

New

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Online course offering that includes access to Columbia College courses and BYU high school course credit recovery

Online course offering that includes access to Columbia College courses and BYU high school course credit recovery

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|---|--|
| Amount | N/A | \$12,431.20-TOTAL \$10,353.12 (1000) Certificated Salaries \$2,078.08 (3000) Benefits | \$12,966.83-TOTAL \$10,560.18(1000) Certificated Salaries \$2,406.65 (3000) Benefits |
| Source | N/A | Supplemental | Supplemental |
| Budget Reference | N/A | Certificated Salaries Resource 1400 (1 period) | Certificated Salaries Resource 1400 (1 period) |

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-2019

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$340,869

6.26%

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

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

Efforts to improve student learning for unduplicated students at Summerville (44.93%) are balanced between targeted actions and schoolwide actions. Both have the emphasis of improving learning for our at risk students. Based upon staff and stakeholder input, the school is implementing a actions/services to increase or improve services to our at risk students.

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

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

Each of these actions employ strategies to identify, support, and promote improvement in the academic performance of underperforming students. Each of these efforts has criteria to identify struggling students and principally direct academic intervention with those students specifically.

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

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

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

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

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

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

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

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

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

Budget Summary

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

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

the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

E. High school graduation rates;

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

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

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

(f) “Expulsion rate” shall be calculated as follows:

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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