

Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, December 2018

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	Colusa Unified School District
CDS code:	06.61598.0000000
LEA contact information:	Dwayne Newman, Superintendent
Coming LCAP Year:	2019.2020
Current LCAP Year	2018.2019

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2019.2020 LCAP Year	Amount
Total LCFF funds	\$ 15,349,343
LCFF supplemental & concentration grants	\$ 2,944,426
All other state funds	\$ 1,486,832
All local funds	\$ 155,625
All federal funds	\$ 346,205
Total Projected Revenue	\$ 17,338,005

Total Budgeted Expenditures for the 2019.2020 LCAP Year	Amount
Total Budgeted General Fund Expenditures	\$ 17,271,509
Total Budgeted Expenditures in LCAP	\$ 3,227,111
Total Budgeted Expenditures for High Needs Students in LCAP	\$ 2,967,111
Expenditures not in the LCAP	\$ 14,044,398

Expenditures for High Needs Students in the 2018.2019 LCAP Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$ 2,773,633
Estimated Actual Expenditures for High Needs Students in LCAP	\$ 2,773,633

LCFF Budget Overview for Parents: Narrative Response Page

Required Prompt(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the LCAP year not included in the LCAP.	Expenditures not included in the LCAP are for the following: Teacher Salaries and Benefits as well as Classified Salaries and Benefits for: Base program, Title programs, routine repair and maintenance, transportation cost(s), administrative cost(s), equipment and computer purchases, building improvements, staff development, textbook purchases, and all other operational cost(s).
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt a response is not required.]
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LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Colusa Unified School District

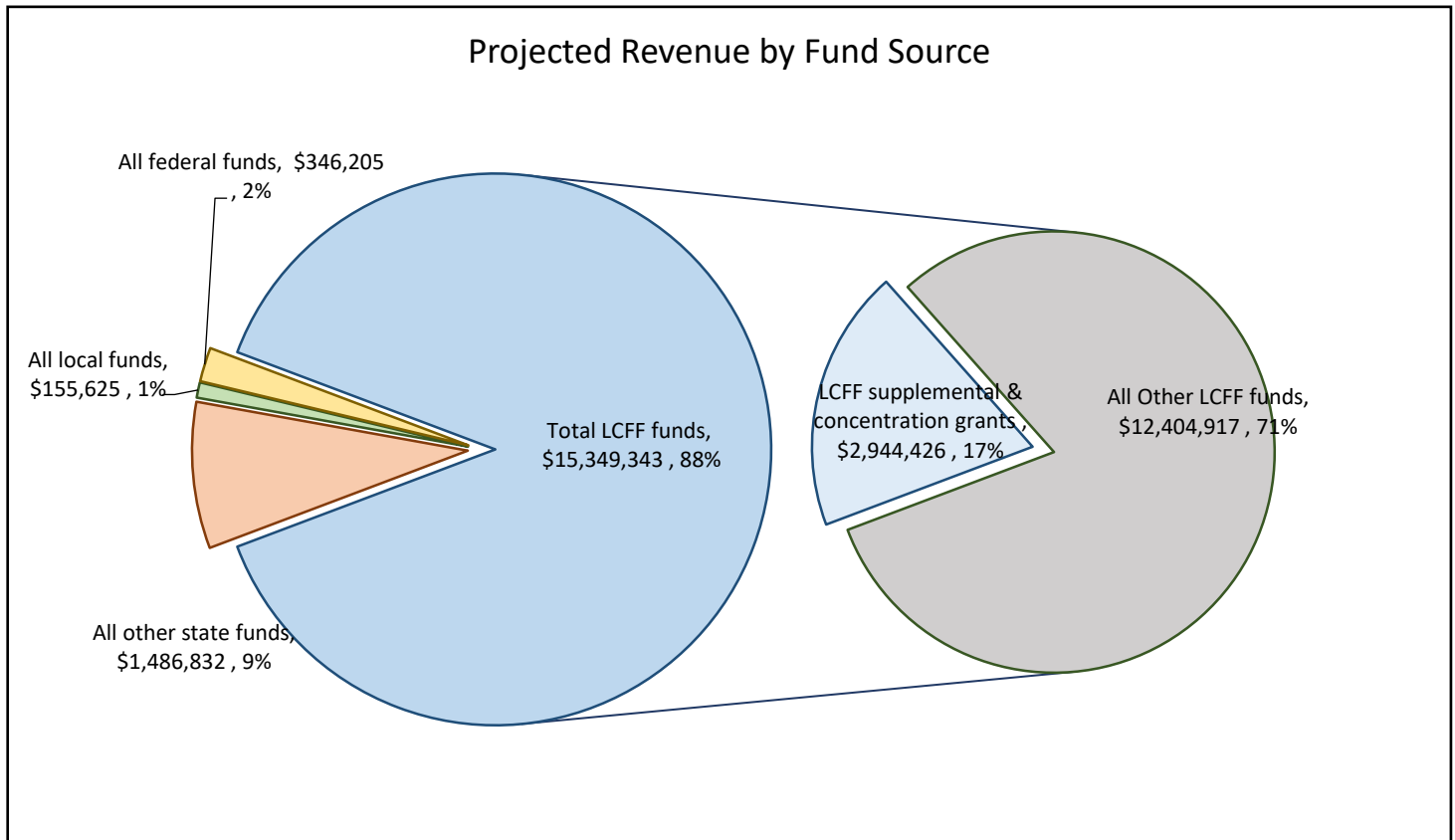
CDS Code: 06.61598.0000000

Local Control and Accountability Plan (LCAP) Year: 2019.2020

LEA contact information: Dwayne Newman, Superintendent

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

Budget Overview for the 2019.2020 LCAP Year

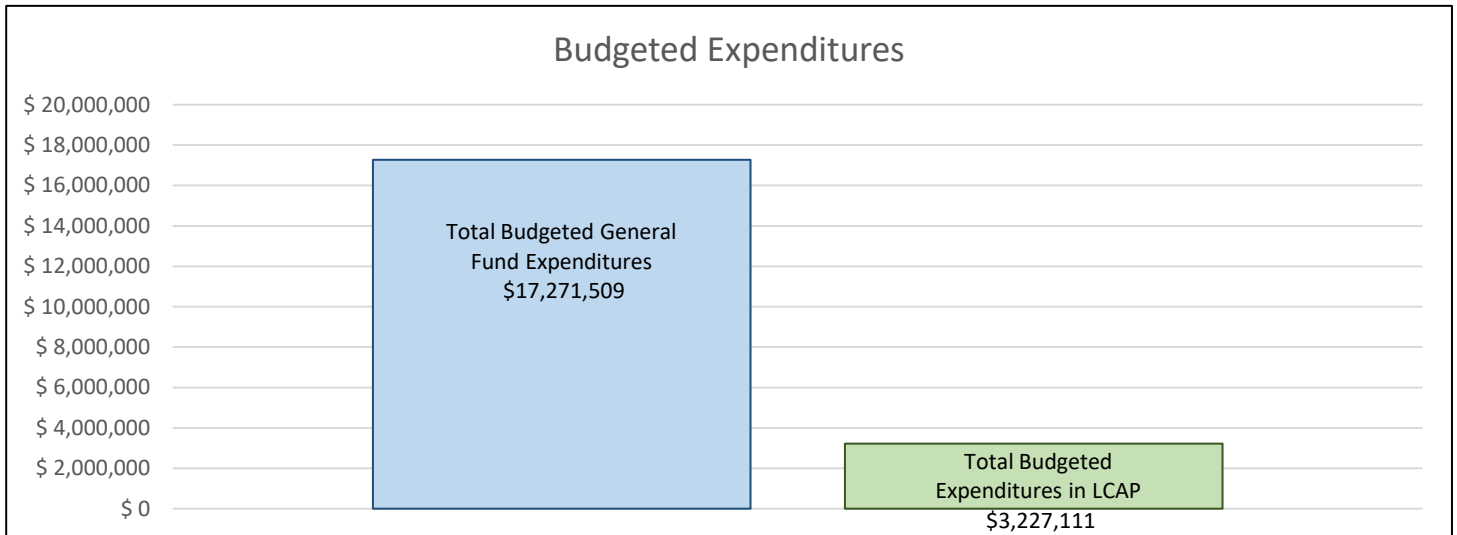


This chart shows the total general purpose revenue Colusa Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Colusa Unified School District is \$17,338,005.00, of which \$15,349,343.00 is Local Control Funding Formula (LCFF), \$1,486,832.00 is other state funds, \$155,625.00 is local funds, and \$346,205.00 is federal funds. Of the \$15,349,343.00 in LCFF Funds, \$2,944,426.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



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

Colusa Unified School District plans to spend \$17,271,509.00 for the 2019 school year. Of that amount, \$3,227,111.00 is tied to actions/services in the LCAP and \$14,044,398.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

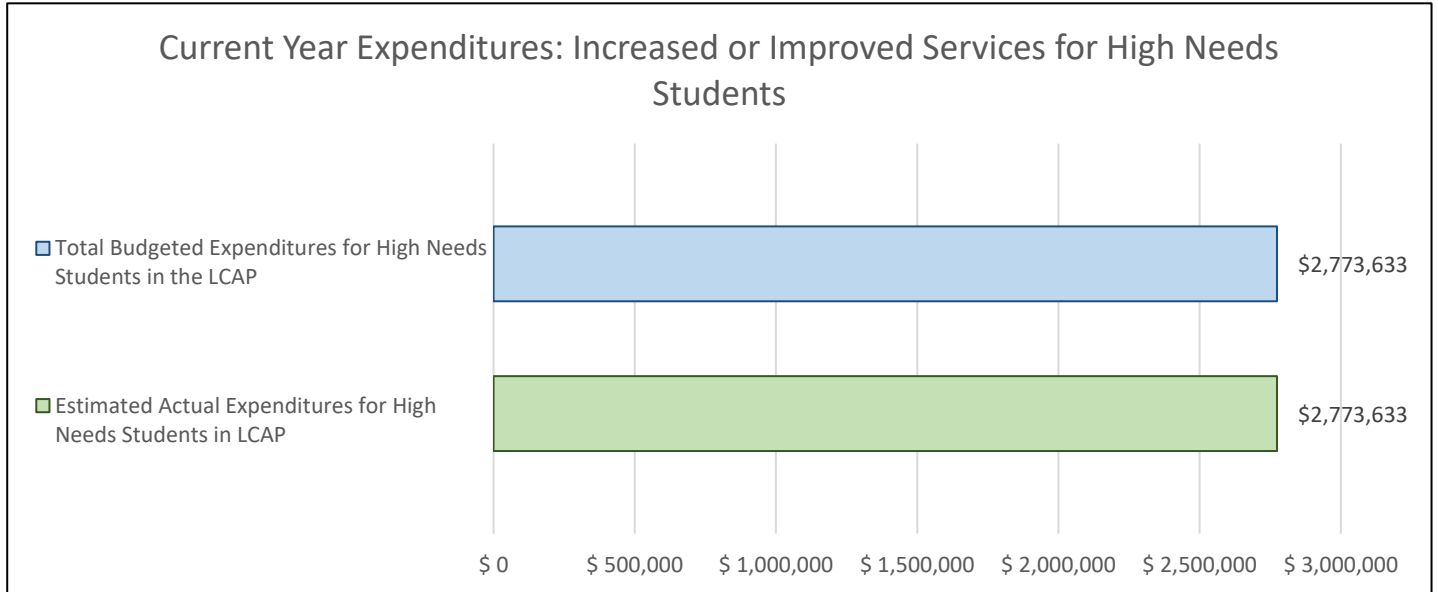
Expenditures not included in the LCAP are for the following: Teacher Salaries and Benefits as well as Classified Salaries and Benefits for: Base program, Title programs, routine repair and maintenance, transportation cost(s), administrative cost(s), equipment and computer purchases, building improvements, staff development, textbook purchases, and all other operational cost(s).

Increased or Improved Services for High Needs Students in 2019.2020

In 2019, Colusa Unified School District is projecting it will receive \$2,944,426.00 based on the enrollment of foster youth, English learner, and low-income students. Colusa Unified School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Colusa Unified School District plans to spend \$2,967,111.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018.2019



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

In 2018.2019, Colusa Unified School District's LCAP budgeted \$2,773,633.00 for planned actions to increase or improve services for high needs students. Colusa Unified School District estimates that it will actually spend \$2,773,633.00 for actions to increase or improve services for high needs students in 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)

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

LEA Name	Contact Name and Title	Email and Phone
Colusa Unified School District	Dwayne Newman, Superintendent	dnewman@colusa.k12.ca.us (530) 458 – 7791

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2017-20 Plan Summary

The Story

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

The Community of Colusa, CA

Colusa County is home to nearly 21,000 people. Situated along the Sacramento River, the town of Colusa has almost 6,000 residents. The majority, about 90%, of students who attend Colusa Unified live within city limits. About 4% of the students reside in the Cachil DeHe Band of Wintun Indians Colusa Indian Community a few miles North of town. The remaining students live outside of town on the many farms or ranches which comprise the majority of lands within the District's boundaries.

Colusa has one of the highest unemployment rates in the nation. In March 2019 the Bureau of Labor Statistics listed Colusa unemployment at 20.6% while the national average was near 4%, and the California rate was 4.6%. The Colusa economy is farm based. Almost thirty-five percent of workers are employed directly by farming operations. Colusa Unified is one of the largest employers in the community. Most of the other local industry works in support of agriculture. As in many small towns, schools are a social focal point, and many local groups use school facilities. Past CUSD graduates often return to live in the community because of the slower pace and low crime rates. The schools benefit from financial donations from a strong Alumni Association, and a dynamic Athletic Foundation.

District Schools

Colusa Unified School District serves approximately 1,450 students from Transitional Kindergarten (TK) thru grade 12. Burchield Primary houses TK – 3, Egling Middle School grades 4 – 8 , and Colusa High serves grades 9 – 12. Colusa Alternative High School serves students in grades 9 – 12 who seek a different path to completion. Colusa Alternative Home School serves grades K – 12 using an independent study based program. CAIt. High School typically enrolls 15 – 30 students, while the CAIt.Home School enrollment is nearly 70 students.

Demographics

The student body mirrors the makeup of our community. About 69% are Hispanic/Latino, 25% are White, and 4% are Native American students. Almost 32% of the students come from homes where English is not the primary spoken language, and are therefore classified as English Language Learner (ELL) students. Of the ELL population, 98% speak Spanish. Other ELL students speak Arabic, Punjabi, or Filipino. Each year about 8% of the ELL students are Reclassified as Fluent English Proficient (RFEP) through a process of testing, meeting grade requirements, and teacher recommendation criteria. In a typical year, the district also monitors an additional 100 students who were ELL, but have been reclassified as FEP within the prior two years. Nearly 73% of CUSD students qualify for Federally subsidized Free or Reduced Priced Meals. Approximately 14% of CUSD students qualify for Special Education services which are supplied through the Colusa County Office of Education's Special Education Local Plan Authority.

Classes

Class sizes are well below the state average with an average of about 22 students per teacher. Attendance throughout the district is excellent; nearly 96% of students are present on any given day.

The district emphasizes a well-rounded education for all students. Elementary teachers embed science and social studies within their language arts instruction. Art happens in TK – 6 classrooms along with technology literacy & safety, health & wellness, bullying prevention, and pro-social behavior. The district recently adopted state approved Math and English Language Arts (ELA) curricula, and is currently examining Next Generation Science Standards (NGSS) and History / Social

Science (HSS) curricula. K – 8 Physical Education is taught by three fully credentialed staff members who ensure students learn both life-long fitness and sports skills. Choir is offered K-8, and Band in grades 5 - 12

Secondary students (7-12) receive departmentalized instruction by fully credentialed single subject teachers. High school students are exposed to multiple career pathways to explore their allow them to pursue passions. Career Technical Education (CTE) classes offer hands-on experiences in Business and Agriculture. Over half of the high school students participate in Future Farmers of America. Colusa High hosts an Environmental Sciences Academy with about 40% of students electing to participate in the various science career activities and field trips. The academic and CTE courses prepare students for higher education and careers. Nearly 35% of students graduate meeting the state's College or Career Ready criteria. Many meet entrance requirements for University of California, California State University as soon as they matriculate. There is a strong program of co-curricular and extra-curricular activities. High school students participate at a very high rate in sports, FBLA, FFA, Drama, and a variety of clubs.

LCAP Highlights

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

In this third year of the LCAP cycle, CUSD's efforts remain focused on improving student achievement, and closing achievement gaps. Teachers in all instructional areas need ongoing training and professional development in multiple areas. This LCAP provides the resources for meeting those needs. As with the prior year, training and preparation is planned for adoption of the upcoming Next Generation Science Standards, and the new state History – Social Studies Standards. Implementation of all the new curriculum and standards will continue to be supported by renewed efforts on the part of administration to give teachers frequent feedback.

The 2019/20 LCAP continues our focus on closing achievement gaps, particularly for our students from low socio-economic backgrounds, English Language Learners, and our Hispanic/Latino Students. Research clearly shows that interventions focused on developing language skills is key to closing gaps in all tested and non-tested subject areas. The LCAP includes sustained implementation and more teacher training for effective Designated English Language Development; an intervention for students who are struggling to meet learning goals.

The district will also continue efforts to train and support staff in using Infinite Campus software (which houses student grades, demographic data, and discipline information) and Illuminate software (which does achievement data analysis and acts as a gradebook for TK – 6 students). At the time of creation of this LCAP, staff is still evaluating the iReady assessment and intervention software. Pending recommendation from the evaluation committee, the plan is for full implementation in this LCAP year. iReady would replace a variety of on-line or computer based assessments currently in use. The local assessment results will give teachers guidance in modifying their planning to help fill the existing gaps, and prevent learning gaps in subsequent years. The 19/20 LCAP again includes activities related to facilitating trainings and supporting data analysis.

Finally, this LCAP continues the efforts focused on improving technology and facilities throughout the district. With the increase in technology, the District will be making additional efforts to facilitate communication between schools and the community. There is a plan to reach a 1:1 ratio of devices to students, and the staff continue to adopt new technology and tech-based instruction

Review of Performance

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

Greatest Progress

In the area of student learning and closing achievement gaps:

California Assessment of Student Performance and Progress – CAASPP – results

See: <https://caaspp.cde.ca.gov/sb2018/ViewReport?ps=true&lstTestYear=2018&lstTestType=B&lstGroup=1&lstCounty=06&lstDistrict=61598-000&lstSchool=0000000>

According to the CA School Dashboard, the greatest progress for CUSD has been in the areas of reducing the suspension rates, and in English Learner progress. All grade cohorts have seen increases in the mean scale scores.

Additionally:

English Language Arts

3rd Grade scores increased by 5%. This is the fourth straight year of improvement.

4th Grade scores increased by 11%.

Overall scores increase by 2%, also a fourth year of improvement.

Cohort groups showed improvement at every level.

Math

5th Grade scores increased by 10%.

6th Grade scores increased by 4%.

Cohort groups showed improvement at two levels.

CUSD continues to close achievement gaps.

The gap between Free Lunch (FL) and Non Free Lunch (NFL) students in ELA scores is half the state-wide average.

The gap between FL and NFL students in Math scores is one-third the state-wide average.

The gap between Hispanic and White students in ELA scores is 4% below the state-wide average.

Summative English Language Proficiency Assessment for California – ELPAC – results: (Students designated as English Language Learners take this assessment.)

Overall, 66% of the students tested scored in the 3 (moderately developed) or 4 (well developed) ranges.

75% of the students scored 3 or 4 in Oral Language skills.

56% of the students scored 3 or 4 in Written Language skills.

For a presentation on CUSD 2018 assessment results, see (begins on page 18) :

<https://colusausd-ca.schoolloop.com/file/1522740783858/1400653861073/4653328357288136187.pdf>

In the area of school atmosphere and communication to home:

From the Spring 2019 Parent Survey (Average % who agree or strongly agree)

I feel welcomed and comfortable at my student's school = 93%

Discipline is fair and consistent = 72%

My student's school is safe = 90%

Communication from school is frequent and high quality = 86%

Suspension rates improved markedly with all but one sub-group falling in the green on the District's CA School Dashboard.

Chronic Absenteeism, while still higher than the state average, has decreased due to a collaborative effort by CUSD, the Colusa County Office of Education, and the Colusa County Sheriff's Office.

Overall student attendance remains very high, remaining at 96% again this year.

CUSD plans to maintain and build upon these successes by remaining focused on supporting teachers with training and feedback; being responsive to data about the atmosphere and communication in our schools; and allocating resources to ensure our students have access to technology and quality facilities.

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

Greatest Needs

See: <https://caschooldashboard.org/reports/06615980000000/2018>

Indicator **Dashboard Color**

Chronic Absenteeism Orange

Improvement Steps: CUSD will continue to cooperate with CCOE and CSO. Additionally, CUSD is working to engage the local Probation and Prosecutors offices to implement legal remedies for parents who refuse to bring their children to school

Indicator **Dashboard Color**

Graduation Rate Orange

Improvement Steps: Analysis of the data shows that this indicator is not an accurate picture of the outcomes for most CUSD students. While the Dashboard shows a relatively low cohort graduation rate, in reality, the vast majority of students either graduate or receive a certificate of completion. The district will continue to offer support and interventions for students all students, and encourage students to stay on graduation track.

Indicator **Dashboard Color**

College / Career Ready Red

Improvement Steps: Colusa High continues to add avenues by which students can meet the State's College and Career Readiness standards. This year CHS is working on an additional CTE Business pathway.

Indicator**Dashboard Color**

English Language Arts

Orange

Improvement Steps: Through the action items outlined in this LCAP, CUSD will continue to emphasize improvement in ELA for all students.

Indicator**Dashboard Color**

Math

Orange

Improvement Steps: Through the action items outlined in this LCAP, CUSD will continue to emphasize improvement in Math for all students.

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

Performance Gaps**Indicator****Dashboard Color**

Suspension Rate

Green

Student Group

Foster Youth

Dashboard Color

Red

Improvement Steps: Because of the relatively small number of Foster Youth in CUSD, a very few suspensions can change the percentages significantly. CUSD administrators evaluated the data for Foster Youth and concluded that the discipline was appropriate, and no process improvements necessary at this time.

Improvement Steps: Through the Comprehensive Support and Improvement

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

Schools Identified

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

No schools within CUSD have been identified for CSI this year.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

[Type here]

Annual Update

LCAP Year Reviewed: 2019–20

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

Improve student achievement and close achievement gaps.

State and/or Local Priorities addressed by this goal:

State Priorities: 2,4,7,8

Local Priorities: N/A

Annual Measurable Outcomes

Expected

Scores on Smarter Balanced Assessment Consortium Tests in English Language Arts and Math will show 6% growth (Average per Cohort), and 8% growth (Average per Cohort) for Free and Reduced Priced Meals, minority students.

Overall Status Score:

ELA 50% Met & Exceeded Standard
Math 45% Met & Exceeded Standard

3rd Grade Status Score:

Grade 3 ELA M&E 44%
Grade 3 Math M&E 58%

Cohort Growth and Status Goals:

Grade 4 Cohort ELA Growth 6%
Grade 4 ELA M & E 43%

Actual

Overall Status Score:

ELA 42% **Goal Not Met**
Math 30% **Goal Not Met**

3rd Grade Status Score:

Grade 3 ELA M&E 45% **Goal Met**
Grade 3 Math M&E 45% **Goal Not Met**

Cohort Growth and Status Goals:

Grade 4 Cohort ELA Growth -4% **Goal Not Met**
Grade 4 ELA M & E 40% **Goal Not Met**

Expected

Actual

Grade 4 Cohort Math Growth 6%
Grade 4 Math M & E 41%

Grade 5 Cohort ELA Growth 6%
Grade 5 ELA M & E 44%
Grade 5 Cohort Math Growth 6%
Grade 5 Math M & E 32%

Grade 6 Cohort ELA Growth 6%
Grade 6 ELA M & E 41%
Grade 6 Cohort Math Growth 6%
Grade 6 Math M & E 31%

Grade 7 Cohort ELA Growth 6%
Grade 7 ELA M & E 54%
Grade 7 Cohort Math Growth 6%
Grade 7 Math M & E 43%

Grade 8 Cohort ELA Growth 6%
Grade 8 ELA M & E 56%
Grade 8 Cohort Math Growth 6%
Grade 8 Math M & E 51%

Grade 4 Cohort Math Growth -19% **Goal Not Met**
Grade 4 Math M & E 29% **Goal Not Met**

Grade 5 Cohort ELA Growth 14% **Goal Met**
Grade 5 ELA M & E 39% **Goal Not Met**
Grade 5 Cohort Math Growth -8% **Goal Not Met**
Grade 5 Math M & E 30% **Goal Not Met**

Grade 6 Cohort ELA Growth 6% **Goal Met**
Grade 6 ELA M & E 39% **Goal Not Met**
Grade 6 Cohort Math Growth 4% **Goal Not Met**
Grade 6 Math M & E 23% **Goal Not Met**

Grade 7 Cohort ELA Growth 3% **Goal Not Met**
Grade 7 ELA M & E 40% **Goal Not Met**
Grade 7 Cohort Math Growth 4% **Goal Not Met**
Grade 7 Math M & E 23% **Goal Not Met**

Grade 8 Cohort ELA Growth 4% **Goal Not Met**
Grade 8 ELA M & E 45% **Goal Not Met**
Grade 8 Cohort Math Growth -4% **Goal Not Met**
Grade 8 Math M & E 31% **Goal Not Met**

Students completing A-G requirements will increase by 3% from previous year with a goal of 40% by the end of this 3-year plan. **37%**

33% **Goal Not Met**

English Language Learners who show adequate growth will increase by 5%. **64%**

The switch to ELPAC from CELDT makes this goal invalid for the year. The two assessments are so dissimilar, it is impossible to set adequate growth targets using both.

AP pass rate (score of 3 or higher) will increase by 3% yearly and be above 40% on a running 3 year average. **39%**

36% of AP exams attempted were passed with 3+. **Goal Not Met**
However, 64% of the students who attempted AP exams passed at least one with a 3+.

English Learner Reclassification Rate (No baseline because of switch from CELDT to ELPAC Test. **TBD based on initial ELPAC test results.**

Rate was 7% last year. Reclassification rate in 18-19 was 15.3%

Expected

Actual

All students, including unduplicated pupils and individuals with exceptional needs will have access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220 **100% of students will have access to a broad course of study via the curriculum utilized for instruction.**

100% of students had access to a broad course of study via the curriculum utilized for instruction

Percentage of pupils who demonstrate college preparedness in the Early Assessment Program will increase by 5% from previous year **Grade 11 ELA M&E 68%; Math M&E 40%**

Grade 11 ELA M&E 52% **Goal Not Met**
Grade 11 Math M&E 31% **Goal Not Met**

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 1A – Curriculum Related Training /Action

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Curriculum Related Training / Actions</p> <p>Implement / Continue Training for:</p> <ol style="list-style-type: none"> 1. Benchmark Advance – English Language Arts Curriculum TK-6 2. Springboard - English Language Arts Curriculum 7-8 3. English in a Flash - English Language Development Curriculum (K-3) 4. English 3-D - English Language Development Curriculum (4-8) 5. Bridges – Math Curriculum 6. Next Generation Science Standards <ol style="list-style-type: none"> a. K-3 – Awareness Training b. 4-6 Unit Development c. 7-8 Unit Development& Assessment d. 9-12 Unit Development& Assessment e. Begin Process, using CDE toolkit, of evaluating K-8 curriculum materials. f. Send staff to training for toolkit use. g. Begin Lesson and Unit planning to embed Health and Anatomy standards 	<p>Curriculum Related Training / Actions</p> <p>Implement / Continue Training for:</p> <ol style="list-style-type: none"> 1. Trainings held during Pre-service, In-service and PLCs. 2. Trainings held during Pre-service, In-service and PLCs. 3. Trainings held during Pre-service, In-service and PLCs. 4. Trainings held during Pre-service, In-service and PLCs. 5. Trainings held during Pre-service, In-service and PLCs. 6. Next Generation Science Standards <ol style="list-style-type: none"> a. K-3 – Awareness Trainings held during PLCs. b. 4-6 Unit Development during PLCs. c. 7-8 Unit Development& Assessment during PLCs. d. 9-12 Unit Development& Assessment during PLCs. e. Begin Process, using CDE toolkit, of evaluating K-8 curriculum materials. f. Sent staff to training for toolkit use. 	<p>Curriculum Related Training / Actions</p> <p>1. – 7.</p> <p>\$6,000 Trainer Costs Budget Object Code 5800</p> <p>\$11,000 Staff Compensation Budget Object Code 1100</p> <p>8.</p> <ol style="list-style-type: none"> i. \$110,000 ii. \$25,000 iii. \$5,000 iv. No additional cost v. \$10,000 vi. \$78,000 vii. \$10,000 viii. Continue <p>a. BPS – additional teachers Budget Object Code 1100, paraprofessionals Budget Object Code 2100, bilingual office staff Budget Object Code 2400, Counselor Budget Object Code 1200 - \$790,495</p>	<p>Curriculum Related Training / Actions</p> <p>1. – 7.</p> <p>\$5,500 Trainer Costs Budget Object Code 5800</p> <p>\$9,350 Staff Compensation Budget Object Code 1100</p> <p>8.</p> <ol style="list-style-type: none"> i. \$75,375 ii. \$26,655 iii. \$0 iv. No additional cost v. \$10,000 vi. \$78,000 vii. \$10,662 viii. Continue <p>a. BPS – additional teachers Budget Object Code 1100, paraprofessionals Budget Object Code 2100, bilingual office staff Budget Object Code 2400, Counselor Budget Object Code 1200 - \$690,363</p>

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

7. Implement English Language Development training needed by non – English Language Arts teachers
8.
 - i. Recruit, and hire one additional TK – 8 Counselor
 - ii. Recruit and hire bilingual paraprofessional at EMS if student numbers increase significantly
 - iii. Assess the need for school to home transport for students enrolled in after-school tutoring sessions.
 - iv. Implement an additional period of Designated English Language Development at CHS.
 - v. Organize, plan and staff an Enrichment Program for High Achieving Students at the TK – 8 level.
 - vi. Add funds to classroom budgets for teacher use in helping students meet standards.
 - vii. Add EMS yard duty staff for safety
 - viii. Continue to utilize Supplemental and Concentration Grant portions of LCFF to reduce class sizes, use Paraprofessionals as learning supports, utilize bilingual office support staff, supply counseling services, and offer more / different classes at secondary level.
 - a. BPS – additional teachers, paraprofessionals, bilingual office staff, Counselor
 - b. EMS additional teachers, paraprofessionals, Counselor
 - c. CHS Additional Teachers and class offerings (Spanish, AP, etc.)
 - d. District-Wide:
 - i. School Nurse,
 - ii. Bilingual Parent Liaison,
 - iii. increased budgets for site supplies,
 - iv. Staff retention through salary increases;
 - v. Technology: staffing, software and hardware increases.

- g. Began Lesson and Unit planning to embed Health and Anatomy standards
7. Trainings held during Pre-service, In-service and PLCs.
8.
 - i. Hired one additional TK – 8 Counselor
 - ii. Hired one bilingual paraprofessional at EMS
 - iii. Assessment complete – no need for additional transportation.
 - iv. An additional period of Designated English Language Development implemented at CHS.
 - v. Enrichment Program for High Achieving Students implementation in progress.
 - vi. Funds added using a Zero Based Budgeting approach.
 - vii. Added EMS yard duty staff
 - viii. Continued to utilize Supplemental and Concentration Grant portions of LCFF to reduce class sizes, used Paraprofessionals as learning supports, utilized bilingual office support staff, supplied counseling services, and offered more / different classes at secondary level.
 - a. BPS – additional teachers, paraprofessionals, bilingual office staff, Counselor
 - b. EMS additional teachers, paraprofessionals, Counselor
 - c. CHS Additional Teachers and class offerings (Spanish, AP, etc.)
 - d. District-Wide:
 - i. School Nurse,
 - ii. Bilingual Parent Liaison,
 - iii. increased budgets for site supplies,
 - iv. Staff retention through salary increases;
 - v. Technology: staffing, software and hardware increases.
 - vi. Facilities: staffing, transportation, and

- b. EMS additional teachers Budget Object Code 1100, paraprofessionals Budget Object Code 2100, Counselor Budget Object Code 1200- \$402,267
- c. CHS Additional Teachers Budget Object Code 1100 and class offerings (Spanish, AP, etc.) \$405,128
- d. District-Wide:
 - i. School Nurse Budget Object Code 1200 , Bilingual Parent Liaison Budget Object Code 2400, increased budgets for site supplies Budget Object Code 4300, Staff retention through salary increases Budget Object Code 1100-2999- \$320,174
 - ii. Technology: staffing Budget Object Code 2200-2300, software and hardware increases Budget Object Code 4300-\$254,295
 - iii. Facilities: staffing Budget Object Code 2200, transportation budget Object Code 2200, and additional routine maintenance allocations Budget Object Code 4300, 5600, 5800- \$333,310
Federal Programs Supplement: add funds to cover Titles I,

- b. EMS additional teachers Budget Object Code 1100, paraprofessionals Budget Object Code 2100, Counselor Budget Object Code 1200- \$579,533
- c. CHS Additional Teachers Budget Object Code 1100 and class offerings (Spanish, AP, etc.) \$390,954
- d. District-Wide:
 - i. School Nurse Budget Object Code 1200 , Bilingual Parent Liaison Budget Object Code 2400, increased budgets for site supplies Budget Object Code 4300, Staff retention through salary increases Budget Object Code 1100-2999- \$217,720
 - ii. Technology: staffing Budget Object Code 2200-2300, software and hardware increases Budget Object Code 4300-\$219,599
 - iii. Facilities: staffing Budget Object Code 2200, transportation budget Object Code 2200, and additional routine maintenance allocations Budget Object Code 4300, 5600, 5800- \$166,992
- i. Federal Programs Supplement: add funds to

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
vi. Facilities: staffing, transportation, and additional routine maintenance allocations vii. Federal Programs Supplement: add funds to cover Titles I, III and ROP program encroachment on General fund budget	additional routine maintenance allocations vii. Federal Programs Supplement: add funds to cover Titles I, III and ROP program encroachment on General fund budget	III and ROP program encroachment on General fund budget Budget Object Code 8980 - \$355,796	cover Titles I, III and ROP program encroachment on General fund budget Budget Object Code 8980 - \$195,399

Action 1B – Data Related Training/Actions

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Data Related Training / Actions <ol style="list-style-type: none"> 1. Continue Training for: <ol style="list-style-type: none"> a. Illuminate Data & Assessment Software b. Infinite Campus Student Information System 2. Begin to utilize Illuminate software for all data warehousing. 3. Implement selected 9-12 electronic Gradebook 4. Continue process of converting all Cumulative Files to electronic format. 5. Begin Training for any new district-wide assessments as needed. 6. Continue to implement prescribed walk-thru protocols. 7. Assess walk-thru data and recommend site level or systemic changes. 8. Implement any changes to Teacher Evaluation Document 	Data Related Training / Actions <ol style="list-style-type: none"> 1. Trainings held during Pre-service, In-service and PLCs. 2. Illuminate software data warehousing expanded. 3. Electronic Gradebook – School Loop – in use. 4. Historical Cumulative Files converted to electronic format, current file conversion in process. 5. iReady pilot in progress. 6. Prescribed walk-thru protocols in use. 7. Walk-thru data evaluated. No identified need for significant changes. 8. Teacher Evaluation document discussed with union. Any changes to be finalized in 19/20 SY. 	Data Related Training / Actions \$4,000	Data Related Training / Actions \$1,618

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Action 1C – Opportunities for Extension

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Opportunities for Extension

1. Implement additional Advanced Placement offerings as resources and staffing are available.
2. Implement dual enrollment course offerings.
3. Implement / Continue Training for assisting students who are exceeding standards in:
 - a. Benchmark Advance – English Language Arts Curriculum TK-6
 - b. Springboard - English Language Arts Curriculum 7-8
 - c. Bridges – Math Curriculum
4. Assess Gifted/Talented training needed by non – English Language Arts / Math teachers
5. Implement (if approved) inclusion of StrengthsFinder in the freshman wheel.

Opportunities for Extension

1. No additional AP offerings possible at this time.
2. No additional Dual Enrollment offerings possible at this time.
3. Trainings held during Pre-service, In-service and PLCs Assess Gifted/Talented training needed by non – English Language Arts / Math teachers
4. Use of StrengthsFinder expanding at CHS.

Opportunities for Extension

\$4,000 AP Training & Materials
\$2,000 StrengthsFinders Fee

Opportunities for Extension

\$1,450 AP Training & Materials
\$2,400 StrengthsFinders Fee

Analysis

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

Overall, the District implemented the actions and services with fidelity to the LCAP. Again this year, many teachers took advantage of professional development opportunities, and most were involved in the trainings noted above. Teachers attended both on-site formal PD with expert trainers and conference / trainings, as well as engaging in Professional Learning Community based discussions (Data Meetings, Student Study Teams, etc.). Trainings for NGSS were held and the discussion now is how best to implement those standards. Action 1B.8, implementation of a new teacher evaluation tool was not completed; an acceptable tool is still being negotiated with the Colusa Educators Association. Action 1C.1- teacher training for additional AP courses – was not requested this year.

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

The district did not meet its overall academic growth goals, however, positive gains continue in many areas. Grades Three, Four and Five made significant progress in English Language Arts on the State assessments this year. Since the first time reliable data has been available, every cohort measured made gains this year in ELA. In Math, only two of the five tested grade-level groups saw improvement over last year's scores. However, cohort groups in two of the five groups reversed downward trends; another first since implementation of the SBAC.

The district was unable to measure the number of English Learner students meeting targets this year because of the switch to a new state assessment. However, an 8% increase in the number of reclassified English Learner students did indicate progress in this area.

Students completing A-G requirements district-wide did not meet the goal, however, students at CHS did meet the goal.

College preparedness on the EAP exceeded the goal by a small margin (1%) for ELA, and missed the goal by a larger margin (9%) on the Math assessment.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

1A.1-6 Cost overestimated; 1A.7 cost overestimated; 1A.8.i staff hired at lower cost; 1A.8.ii staff hired at higher cost; 1A.8.iii assessment was complete; 1A.8.vii staff hired at higher cost; 1A.8.a original budget not accurate; 1A8.b original budget not accurate; 1A8.c original budget not accurate; 1A.8.d.i material cost overestimated; 1A.8.d.ii material cost overestimated; 1A.8.d.iii cost does not include RRM; 1A.8.d.iv does not include Title 1 contribution.

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

No changes to the Expected Annual Measurable Outcomes, metrics or actions.

Goal 2

Improve the atmosphere in our school and the communication between home & school.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 5, 6, 7

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
All teachers will be appropriately credentialed and assigned. 100%	100% of teachers appropriately credentialed and assigned. Goal Met
Students will be provided CCSS aligned instructional materials in sufficient quantities at all levels. 100%	100% Students were provided CCSS aligned instructional materials in sufficient quantities at all levels. Teacher report sufficient materials and the district received no complaints. Goal Met
Parent involvement will increase at both site level and district level committees (Site Councils, ELAC's, Parent Clubs, DELAC including parents of unduplicated pupils and parents of pupils with exceptional needs.) Attendance or participation at or above baseline.	3. Parent involvement has increased at both site level and district level committees. Particularly of note are the increases in ELAC and DELAC involvement. Goal Met
School attendance rates will remain above 95% 95%+	4. School attendance rates are above 96% at all sites. Goal Met
Number of students chronically absent will decrease by 10% from previous year. 52 Students	5. Last year's actual number was 182 chronically absent students. . Number of students chronically absent in 17/18 was 179 a decrease of 2% from the prior year. However, it has been discovered that students who are on medical absences or students out on independent study count as chronically absent. The number of students chronically unexcused absent is below 1% of the overall student number. Goal Not Met
Middle school dropout rates will remain below 1% High School dropout rates will decrease by 3% from previous year: Middle School rate <1%, High School rate <11.6%	Most recent data available (16/17 SY) Middle School rate 0.003% Goal Met High School rate 1.1%
High School Graduation rate will increase by 5% from previous year. 95.6%	Most recent data available (17/18 SY) Goal Not Met Overall High School Graduation rate 80.7% Goal Not Met Colusa High 91.1% Colusa Alternative High 84.6%

Expected

Actual

	Colusa Alternative Home 48.1%
<p>Pupil suspensions will decrease by 15% (from previous year) and expulsions will remain below 1% of the student population.</p> <p>Suspension Rate Goals: Burchfield Primary 0% 0 Students Egling Middle 8.2% 44 Students Colusa High 11.6% 47 Students Expulsions rates Burchfield Primary <1% Egling Middle <1% Colusa High <1%</p>	<p>Suspension Rate Goals: Burchfield Primary 0.6% Goal Not Met 3 Students Goal Not Met Egling Middle 7.3% Goal Met 43 Students Goal Met Colusa High 5.0% 20 Students Expulsions rates Burchfield Primary 0% Goal Met Egling Middle 0.34% Goal Met Colusa High 0.24% Goal Met</p>
<p>Student, Staff, and Parent surveys will indicate positive and improving perceptions of school safety and atmosphere. Overall positive perceptions at or above baseline.</p>	<p>Student, Staff, and Parent surveys indicate positive and improving perceptions of school safety and atmosphere. Goal Met</p>

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
<ol style="list-style-type: none"> Implement Revised Discipline handbooks at each site. Gather discipline data and evaluate in March. Use data plan improvement. Implement student Gallop survey and utilize results to guide improvement. Continue to implement Celebrations of Reclassification for ELL. Plan and implement homework help training sessions for parents K-8 Plan and present parent trainings on Illuminate and Infinte Campus 	<ol style="list-style-type: none"> Discipline handbooks revised at each site. Discipline data evaluated and processes adjusted as needed. Conclusion of Administration Team was to use the Healthy Kids California survey to gather student perception data. Celebrations of Reclassification for ELL occurred in the fall of 2018 with 71 students earning recalssification. Homework help training sessions for parents K-8 occurred at BPS and EMS. 	<p>Opportunities for Extension</p> <p>#1-7 \$1,100 Supplies #8 \$14,000 for CABE Training</p>	<p>Opportunities for Extension</p> <p>#1-7 \$1,000 Supplies #8 \$20,000 for CABE Training</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
7. Implement a training plan for DELAC parents to increase involvement and understanding of CUSD's system.	6. Parent trainings on Illuminate and Infinte Campus occurred at BPS and EMS 7. 22 DELAC parents completed CAFE 2 Inspire Training.		

Analysis

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

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

Implementation of the actions and services in this goal area were very consistent with the previous LCAP. Discipline data was reviewed and used to assess the efficacy of site Response to Intervention efforts. The Administration Team determined the Gallop Student survey did not yield any information that was substantially different from the information gained through the mandated California Healthy Kids survey, and therefore recommended discontinuing the Gallop. Celebration of student's achieving Reclassified Fluent English Proficient was a great success which packed the district's auditorium with family and friends. Multiple homework help sessions were held in both English and Spanish for parents at BPS and EMS, in conjunction with Illuminate and IC trainings. DELAC member participation in the Project to Inspire was extremely high, and immediately following the conclusion of that training, participants were requesting the Level 3 training.

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

The Actions and Services under Goal 2 all relate to creating a safe, welcoming, challenging and enjoyable atmosphere for the students and parents. Schools with consistent and logical discipline procedures see lower absenteeism and higher achievement. The ongoing focus on a clear discipline process yielded results, both in terms of lower behavior incidents, and higher scores on state tests. The decision to eliminate the Gallop survey did not have any effect, as similar data is available through the Healthy Kids California survey.

Similarly, giving RFEP students a positive experience when they achieve that status, leads to more school connectedness and better student learning outcomes.

Parent survey results indicate that the trainings for homework and technology were very well received. At all sites parents reported very high (75%+) levels of satisfaction with school to home communication.

Parent involvement, particularly efforts to gain increased participation by Hispanic parents, continues to be an area of success for the district. Of particular note was the success of Project – 2 – Inspire parent engagement program. P2I training, led by staff from the California Association for Bilingual Education, saw 22 members of ELAC or DELAC committees complete the entire program. Another indicator of success is the high level of attendance at ELAC and DELAC meetings. This year, average DELAC committee attendance set a record.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

1.7 – the cost of Project to Inspire was included in budget but not the cost of DELAC meetings.

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.

In order to sustain the momentum of efforts to increase parent involvement, the District will fund the next level of P2I parent engagement program for ELAC and DELAC members. Changes may be found in the Action Items section of Goal 2 in the 2019-2020 CUSD LCAP

Goal 3

Improved access to, and use of, instructional technology and modern facilities.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 7

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Student access to computers will increase at all levels. 0.8/1 ratio	Current ratio 0.87/1 Goal Met
Electronic communication between school and home will increase. Baseline +10%	Currently CUSD has about 900 separate households, and we send emails to 681 of those homes, an 11% increase from last year alone. Goal Met
Instructional technology use will increase at all levels. Baseline +5%	Anecdotal observations indicate instructional technology use continues to increase. Quantifying use based on walk-thru observations determined impossible by Administration Team as the walk-thru observations are not evenly distributed. Goal Met
General condition of facilities will improve as detailed in Facilities Master Plan Successful Williams Act Inspections at each site. All facilities rated as Good or Fair.	General condition of facilities improved as detailed in the Reports made to the Board of Trustees at monthly meetings. Williams FIT inspections at all three school sites ranked the facilities as Fair to Good. Goal Met

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
<ol style="list-style-type: none"> Continue to expand purchase of devices until district wide ratio of students / devices reaches 1/1 Implement incentives for parents to attend trainings on Social Media, Internet safety, etc. Continue to investigate system allowing student use of safe, filtered, monitored school devices. Continue to implement weekend technology/lab access. Increase electronic communication except for items mandated to be supplied in hard copy. Pursue one grant opportunity for technology. Hire one additional Maintenance staff worker to improve facility upkeep. Install updated phone system – safety concern. 	<ol style="list-style-type: none"> CUSD purchased an additional 240 devices bringing the ratio up to 0.92:1 Incentives such as snacks were implemented to little effect. CUSD will be using the Go Guardian system to filter student use of district supplied email. Weekend tech lab access was implemented three times with no success. All state-required notifications were supplied via electronic communication. Only a very few were requested in hard copy. CUSD applied for one tech equipment grant. It was not approved. One additional Maintenance staff worker hired. 	<ol style="list-style-type: none"> \$130,000 \$78,000 \$80,000 	<ol style="list-style-type: none"> \$126,829 \$50,000 \$65,046

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

8. Updated phone system installed.

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.

All actions and services listed under Goal 3 have been substantially completed.

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

The District continues to make progress toward the goal of full access to technology. However, CUSD's approach to technology for students is switching. The notion of 1:1 is being replaced by a philosophy of, "Have a device available to every student who needs one, when they need it." This varies by grade level and by device type.

At this point the investigation is complete and the district decision has been made. Go Guardian will provide protection for students when using school devices from home or anywhere outside the district's network.

Incentives such as snacks and light meals being offered to parents attending site events saw little change in the overall participation. The sites will continue to explore ways to incentivize parents into coming to school events.

Opening access to a computer lab on weekends saw no participation. Students at Colusa High reported they have sufficient access to technology during, before and after school.

Increasingly, communication from school is distributed electronically, and to more parents. The District continues to make progress in going to paperless student and staff records.

A grant application focused on gaining iPads for use at the Kindergarten level was not funded.

Efforts to maintain and improve facilities continue to show success. Hiring additional MOT staff allows additional resources in terms of working on projects and maintenance. Preventative maintenance and facilities upgrades are planned and implemented in a logical and efficient manner. Williams Act compliance remains at 100%.

The updated phone system was installed and is fully operational. Sites all have a consistent method of numbering extensions, allowing parents to more easily reach the person they are trying to contact.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

- 1.1 Budget was based on quote; actual cost for PCs was less;
- 1.7 staff hired at lower than budgeted cost;
- 1.8 budget was based on estimate; actual cost of phone system was less.

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

The district will no longer offer weekend access to technology labs. No other changes to the Expected Annual Measurable Outcomes, metrics or actions.

Stakeholder Engagement

LCAP Year: **2019–20**

Involvement Process for LCAP and Annual Update

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

During the 2018-19 school year the District met with stakeholders throughout the year. Each school site has a School Site Council, English Learner Advisory Committee, Staff Committees, Staff Leadership Teams, Student Leadership classes and Parent groups. The District hosted Community meetings, Staff Collaboration meetings, Board of Trustee meetings, Student Leadership meetings, and

District English Language Advisory Committee meetings. These groups were provided (as detailed below) with data and information including:

- Internal benchmark assessment results (STAR reading/math scores; BPST scores; mid-term exams, etc.)
- State summative assessment results (ELPAC, SBAC, CST tests, etc.)
- Internally generated parent, staff and student surveys
- Externally generated staff and student surveys
- Quantitative information on atmosphere indicators (ex: student attendance, absenteeism, discipline)
- Anecdotal/observational information from staff, parents, students and community members.

District Meetings:

Summary: At both the District and site levels, multiple stakeholder meetings engaged different sectors of the school community in discussions about improvement. Stakeholders were given data, supplied with context, and had multiple opportunities to offer both criticism and praise. In each case, the comments were recorded and shared with other groups, and the District leadership. As the process continued, the comments which were deemed to be most likely to yield impactful change, were transformed into actions or services for inclusion in the 19-20 LCAP.

See Appendix C: [Colusa Unified District Level Stakeholder Engagement](#)

Site Meetings:

See Appendix D: [Burchfield Primary School Stakeholder Engagement](#)

See Appendix E: [Egling Middle School Stakeholder Engagement](#)

See Appendix F: [Colusa High School, Alternative High, and Home School Stakeholder Engagement](#)

California School Employees Association (CSEA)

Initial discussions held during monthly collaborative meetings (Dates vary by site)– attended by a majority of CSEA Leadership Team. Comments and suggestions were included in the LCAP creation process.

June 4, 2019

California Teachers Association (CTA)

Initial discussions held during monthly collaborative meetings (Dates vary by site)– attended by a majority of CTA members and Leadership Team. Comments and suggestions were included in the LCAP creation process.

May 23, 2019

Date Draft Posted: 15 May 2019

Date of Board Public Hearing: 17 June 2019

Submitted for board approval: 18 June 2019

Impact on LCAP and Annual Update

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

Board of Trustee Input:

Again this year the Board adopted the previously identified Goals. After extensive discussion, the following changes and additions were included:

Goal 1:

Possibly add an additional 4th Grade teacher to keep class sizes below 28:1

Begin process of adding Career Tech Education Business Pathway, and utilize CTE Incentive Grant to remodel classroom and purchase equipment.

Goal 3:

Remodel CHS restrooms in conjunction with Career Tech Education Grant projects.

Add seating for outdoor field events.

Replace Kindergarten Building doors with more secure models.

Leadership Team Input:

Maintain emphasis on providing teachers and staff with as much training as possible.

Use grant and developer fees to make facility improvements needed at CHS.

Switch emphasis from 1:1 to an approach which insures devices are readily available when needed, but not sitting idle for a majority of the day.

Administration Team Input:

Continue planning for Next Generation Science Standards and History / Social Studies curriculum adoption: find an efficient and reasonable solution to the dilemma of short instructional time vs. the need to add these topics to K-3 curriculum.

Continue to focus on teacher training and support.

Expand on trainings offered to paraprofessionals. Be sure to include them in curriculum trainings as much as possible.

Expand on technology related staff training.

Implement approved Enrichment Program for High Achieving Students and revisit the concept next year as well.

California School Employees Association:

CSEA representatives reported being satisfied with maintaining the current direction and focus of the district. There were continued calls for additional training opportunities for classified staff, and discussions of contract language changes to entice staff to remain in the district's employ.

California Teachers Association:

CEA representatives funneled their suggestions for LCAP changes through site meetings. Overall, they report being pleased with the ongoing focus on training and supporting teacher's needs.

Site Meetings: Relayed comments from Staff, ELAC and Site Council meetings suggesting:

Continued training on Illuminate software – particularly in regards to report cards and progress reports.

Training needed for staff on Infinite Campus – student information system software.

Continue to refine interventions for chronically absent students.
Focus on adding CTE pathways at CHS.

Student Input:

Decided that there is sufficient access to computers during regular school days, and therefore weekend access no longer a need.
Discussed facility condition, and suggested specific upgrades.

Suggested tree removal and solar installed with a link for data use by Environmental Science Academy, and other specific classes (math, science).

New track and associated upgrades to stadium.

Gym floor and bleachers.

Tennis Courts.

Soccer field.

Worked to formulate a suggested Course Evaluation for distribution to teachers.

Bring back CHS App with push notifications.

Implement a signing ceremony to recognize student athletes playing at the college level.

Offer additional tutoring for ACT and SAT exams.

Continued to suggest changes to Senior Project requirements.

District English Language Advisory Committee (and ELAC committees from each school):

Suggested additional support for ELL students as needed.

The Reclassification Ceremony held in the fall was very popular, and the desire is to continue with that event each year.

DELAC continues to want additional devices for students as quickly as possible.

Requested expanded use of the whisper system (simultaneous broadcast of Spanish translation).

The need for improved traffic flow and safety at BPS and EMS was frequent topic.

Committed to finding parents to enroll in the CA Assoc. for Bilingual Education's Project – 2 – Inspire Level 3 training (Need 25 parents for 12 sessions of 2-3 hours)

Voted to recommend approval at the meeting on May 29, 2019.

2019 – 2020 Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

Improve Student Achievement and Close Achievement Gaps

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7, 8

Identified Need:

State Priority 2:

Student learning will increase as the District refines focus to include curriculum materials aligned with the History Social Science and Next Generation Science Standards.

State Priority 4:

Student Achievement scores and other indicators of improved learning are below levels expected / desired by our community, staff and Board.

A significant achievement gap remains between student sub groups – specifically between Hispanic and White students, and between those students eligible for free and reduced priced meals and students not eligible for that program.

CUSD would like to see a higher percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with state board approved career technical education standards and frameworks

English learner reclassification rate is at an acceptable level, but it is our mission to see it increase even more.

State Priority 7:

CUSD intends to continue offering expanded programs and services developed and provided to unduplicated pupils.

Cooperatively, with the Special Education Local Plan Authority, CUSD will continue to provide high-quality programs and services developed and provided to individuals with exceptional needs

State Priority 8:

CUSD will continue to offer courses of student as prescribed by Education Codes 51210 and 51220.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Scores on Smarter Balanced Assessment Consortium Tests in English Language Arts and Math will show 6% growth (Average per Cohort), and 8% growth (Average per Cohort) for Free and Reduced Priced Meals, minority students.</p>	<p>Overall Status Score: ELA 38% Met & Exceeded Standard Math 33% Met & Exceeded Standard</p> <p>3rd Grade Status Score: Grade 3 ELA M&E 32% Grade 3 Math M&E 46%</p> <p>Cohort Growth and Status Goals: Grade 4 Cohort ELA Growth -1% Grade 4 ELA M & E 31% Grade 4 Cohort Math Growth -8% Grade 4 Math M & E 29%</p> <p>Grade 5 Cohort ELA Growth 6% Grade 5 ELA M & E 32% Grade 5 Cohort Math Growth -11% Grade 5 Math M & E 20%</p> <p>Grade 6 Cohort ELA Growth 4% Grade 6 ELA M & E 29% Grade 6 Cohort Math Growth 1% Grade 6 Math M & E 19%</p> <p>Grade 7 Cohort ELA Growth 5% Grade 7 ELA M & E 42% Grade 7 Cohort Math Growth 13% Grade 7 Math M & E 31%</p> <p>Grade 8 Cohort ELA Growth 7% Grade 8 ELA M & E 44% Grade 8 Cohort Math Growth 3%</p>	<p>Overall Status Score: ELA 44% Met & Exceeded Standard Math 39% Met & Exceeded Standard</p> <p>3rd Grade Status Score: Grade 3 ELA M&E 38% Grade 3 Math M&E 52%</p> <p>Cohort Growth and Status Goals: Grade 4 Cohort ELA Growth 6% Grade 4 ELA M & E 37% Grade 4 Cohort Math Growth 6% Grade 4 Math M & E 35%</p> <p>Grade 5 Cohort ELA Growth 6% Grade 5 ELA M & E 38% Grade 5 Cohort Math Growth 6% Grade 5 Math M & E 26%</p> <p>Grade 6 Cohort ELA Growth 6% Grade 6 ELA M & E 35% Grade 6 Cohort Math Growth 6% Grade 6 Math M & E 25%</p> <p>Grade 7 Cohort ELA Growth 6% Grade 7 ELA M & E 48% Grade 7 Cohort Math Growth 6% Grade 7 Math M & E 37%</p>	<p>Overall Status Score: ELA 50% Met & Exceeded Standard Math 45% Met & Exceeded Standard</p> <p>3rd Grade Status Score: Grade 3 ELA M&E 44% Grade 3 Math M&E 58%</p> <p>Cohort Growth and Status Goals: Grade 4 Cohort ELA Growth 6% Grade 4 ELA M & E 43% Grade 4 Cohort Math Growth 6% Grade 4 Math M & E 41%</p> <p>Grade 5 Cohort ELA Growth 6% Grade 5 ELA M & E 44% Grade 5 Cohort Math Growth 6% Grade 5 Math M & E 32%</p> <p>Grade 6 Cohort ELA Growth 6% Grade 6 ELA M & E 41% Grade 6 Cohort Math Growth 6% Grade 6 Math M & E 31%</p> <p>Grade 7 Cohort ELA Growth 6% Grade 7 ELA M & E 54% Grade 7 Cohort Math Growth 6% Grade 7 Math M & E 43%</p>	<p>Overall Status Score: ELA 56% Met & Exceeded Standard Math 51% Met & Exceeded Standard</p> <p>3rd Grade Status Score: Grade 3 ELA M&E 50% Grade 3 Math M&E 64%</p> <p>Cohort Growth and Status Goals: Grade 4 Cohort ELA Growth 6% Grade 4 ELA M & E 49% Grade 4 Cohort Math Growth 6% Grade 4 Math M & E 47%</p> <p>Grade 5 Cohort ELA Growth 6% Grade 5 ELA M & E 50% Grade 5 Cohort Math Growth 6% Grade 5 Math M & E 38%</p> <p>Grade 6 Cohort ELA Growth 6% Grade 6 ELA M & E 46% Grade 6 Cohort Math Growth 6% Grade 6 Math M & E 37%</p> <p>Grade 7 Cohort ELA Growth 6% Grade 7 ELA M & E 60% Grade 7 Cohort Math Growth 6% Grade 7 Math M & E</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Grade 8 Math M & E 37%	Grade 8 Cohort ELA Growth 6% Grade 8 ELA M & E 50% Grade 8 Cohort Math Growth 6% Grade 8 Math M & E 45%	Grade 8 Cohort ELA Growth 6% Grade 8 ELA M & E 56% Grade 8 Cohort Math Growth 6% Grade 8 Math M & E 51%	
Students completing A-G requirements will increase by 3% from previous year with a goal of 40% by the end of this 3-year plan.	31 % in 14/15	34%	37%	40%
English Language Learners who show adequate growth will increase by 5%	54% in 14/15	59%	64%	69% Note: California Department of Education may not have data available using the new ELPAC test results.
AP pass rate (score of 3 or higher) will increase by 3% yearly and be above 40% on a running 3 year average.	2 year average from 13/14 and 14/15 is 33% scoring 3 or higher	36%	39%	40%
English Learner Reclassification Rate	6.2% in 15/16	No data available due to switch from CELDT to ELPAC	TBD based on initial ELPAC test results.	TBD based on initial ELPAC test results.
All students, including unduplicated pupils and individuals with exceptional needs will have access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220	100% of CUSD's students have access to a broad course of study. Staff, Parent, and Student surveys indicating satisfaction with course offerings at 80%	100% of students will have access to a broad course of study via the curriculum utilized for instruction.	100% of students will have access to a broad course of study via the curriculum utilized for instruction.	100% of students will have access to a broad course of study via the curriculum utilized for instruction.
Percentage of pupils who demonstrate college preparedness in the Early Assessment Program will increase by 5% from previous year	11th Grade Status Score: Grade 11 ELA M&E 58% Grade 11 Math M&E 30%	Grade 11 ELA M&E 63% Grade 11 Math M&E 35%	Grade 11 ELA M&E 68% Grade 11 Math M&E 40%	Grade 11 ELA M&E 73% Grade 11 Math M&E 45%

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 1A

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

New

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

Modified

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

Modified

2017-18 Actions/Services

Curriculum Related Training / Actions

Implement / Continue Training for:

2018-19 Actions/Services

Curriculum Related Training / Actions

Implement / Continue Training for:

- Benchmark Advance – English Language Arts Curriculum TK-6

2019-20 Actions/Services

Curriculum Related Training / Actions

Implement / Continue Training for:

2017-18 Actions/Services

1. Benchmark Advance – English Language Arts Curriculum TK-6
 2. Springboard - English Language Arts Curriculum 7-8
 3. English in a Flash - English Language Development Curriculum (K-3)
 4. English 3-D - English Language Development Curriculum (4-8)
 5. Bridges – Math Curriculum
 6. Next Generation Science Standards
 - a. K-3 – Awareness Training
 - b. 4-6 Lesson Development
 - c. 7-8 Lesson and Unit Development
 - d. 9-12 Model Selection (Classic approach vs. Integrated Science approach)
 - e. Evaluate how to embed Health and Anatomy standards
- (Emphasize Academic Vocabulary . Norm/Expectation)
7. Assess English Language Development training needed by non – English Language Arts teachers.
 8. Continue to utilize Supplemental and Concentration Grant portions of LCFF to reduce class sizes, use Paraprofessionals as learning supports, utilize bilingual office support staff, supply counseling services, and offer more / different classes at secondary level.
 - a. BPS – additional teachers, paraprofessionals, bilingual office staff, Counselor
 - b. EMS additional teachers, paraprofessionals, Counselor
 - c. CHS Additional Teachers and class offerings (Spanish, AP, etc.)
 - d. District-Wide:
 - i. School Nurse,
 - ii. Bilingual Parent Liaison,

2018-19 Actions/Services

2. Springboard - English Language Arts Curriculum 7-8
3. English in a Flash - English Language Development Curriculum (K-3)
4. English 3-D - English Language Development Curriculum (4-8)
5. Bridges – Math Curriculum
6. Next Generation Science Standards
 - a. K-3 – Awareness Training
 - b. 4-6 Unit Development
 - c. 7-8 Unit Development& Assessment
 - d. 9-12 Unit Development& Assessment
 - e. Begin Process, using CDE toolkit, of evaluating K-8 curriculum materials.
 - f. Send staff to training for toolkit use.
 - g. Begin Lesson and Unit planning to embed Health and Anatomy standards
7. Implement English Language Development training needed by non – English Language Arts teachers
8.
 - i. Recruit, and hire one additional TK – 8 Counselor
 - ii. Recruit and hire bilingual paraprofessional at EMS if student numbers increase significantly
 - iii. Assess the need for school to home transport for students enrolled in after-school tutoring sessions.
 - iv. Implement an additional period of Designated English Language Development at CHS.
 - v. Organize, plan and staff an Enrichment Program for High Achieving Students at the TK – 8 level.
 - vi. Add funds to classroom budgets for teacher use in helping students meet standards.
 - vii. Add EMS yard duty staff for safety
 - viii. Continue to utilize Supplemental and Concentration Grant portions of LCFF to reduce class sizes, use Paraprofessionals as learning supports, utilize bilingual office support staff, supply counseling services, and offer more / different classes at secondary level.
 - a. BPS – additional teachers, paraprofessionals, bilingual office staff, Counselor
 - b. EMS additional teachers, paraprofessionals, Counselor

2019-20 Actions/Services

1. New Staff - Provide English Language Arts Curriculum / English Language Development Curriculum / Math Curriculum
2. Next Generation Science Standards
 - a. K-3 – Unit Development
 - b. 4-6 Implementation
 - c. 7-8 Implementation
 - d. 9-12 Implementation
 - e. Complete Lesson and Unit planning to embed Health and Anatomy standards
3. Evaluate available Science Curriculum for adoption in 20/21 – Pilot as needed.
4. Implement English Language Development training needed by non – English Language Arts teachers
5. Continue to utilize Supplemental and Concentration Grant portions of LCFF to reduce class sizes, use Paraprofessionals as learning supports, utilize bilingual office support staff, supply counseling services, and offer more / different classes at secondary level.
 - a. BPS – additional teachers, paraprofessionals, bilingual office staff, Counselor
 - b. EMS additional teachers, paraprofessionals, Counselor
 - c. CHS Additional Teachers and class offerings (Spanish, AP, etc.)
 - d. District-Wide:
 - i. School Nurse,
 - ii. Bilingual Parent Liaison,
 - iii. increased budgets for site supplies,
 - iv. Staff retention through salary increases;
 - v. Technology: staffing, software and hardware increases.
 - vi. Facilities: staffing, transportation, and additional routine maintenance allocations
- vii. Federal Programs Supplement: add funds to cover Titles I, III and ROP program encroachment on General fund budget

2017-18 Actions/Services

- iii. Increased budgets for site supplies,
- iv. Staff retention through salary increases;
- v. Technology: staffing, software and hardware increases.
- vi. Facilities: staffing, transportation, and additional routine maintenance allocations
- vii. Federal Programs Supplement: add funds to cover Titles I, III and ROP program encroachment on General fund budget

2018-19 Actions/Services

- c. CHS Additional Teachers and class offerings (Spanish, AP, etc.)
- d. District-Wide:
 - i. School Nurse,
 - ii. Bilingual Parent Liaison,
 - iii. increased budgets for site supplies,
 - iv. Staff retention through salary increases;
 - v. Technology: staffing, software and hardware increases.
 - vi. Facilities: staffing, transportation, and additional routine maintenance allocations
- vii. Federal Programs Supplement: add funds to cover Titles I, III and ROP program encroachment on General fund budget

2019-20 Actions/Services

-

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<p>\$14,000 Trainer Costs Budget Object Code 5800</p> <p>\$22,000 Staff Compensation Budget Object Code 1100</p> <p>\$230,000 Curriculum Budget Object Code 4100 & 4300</p> <ul style="list-style-type: none"> a. BPS - additional teachers Budget Object Code 1100, paraprofessionals, Budget Object Code 2100, bilingual office staff Budget Object Code 2400, Counselor Budget Object Code 1200- \$717,170 b. EMS - additional teachers Budget Object Code 1100, paraprofessionals Budget Object Code 2100, Counselor Budget Object Code 1200- \$409,176 c. CHS - Additional Teachers and class offerings (Spanish, AP, etc.) Budget Object code 1100- \$374,010 d. District-Wide: 	<p>\$6,000 Trainer Costs Budget Object Code 5800</p> <p>\$11,000 Staff Compensation Budget Object Code 1100</p> <ul style="list-style-type: none"> i. \$110,000 ii. \$25,000 iii. \$5,000 iv. No additional cost v. \$10,000 vi. \$78,000 vii. 10,000 viii. Continue to utilize Supplemental and Concentration Grant portions of LCFF to reduce class sizes, use Paraprofessionals as learning supports, utilize bilingual office support staff, supply counseling services, and offer more / different classes at secondary level. a. BPS – additional teachers Budget Object Code 1100, paraprofessionals Budget Object Code 2100, bilingual office staff Budget Object Code 	<p>\$4,000 Trainer Costs Budget Object Code 5800</p> <ul style="list-style-type: none"> 2. No budgeted cost(s) 3. No budgeted cost(s) 4. \$10,000 Trainer cost Object Code 5800 5. <ul style="list-style-type: none"> a. BPS – additional teachers Object Code 1100, paraprofessionals Budget Object Code 2100, bilingual office staff Budget Object Code 2400, Counselor Budget Object Code 1200 - \$711,073, b. EMS additional teachers Budget Object Code 1100, paraprofessionals Budget Object Code 2100, Counselor Budget Object Code 1200- \$635,356 c. CHS Additional Teachers Budget Object Code 1100 and class offerings (Spanish, AP, etc.) \$402,682 d. District-Wide:

Year	2017-18	2018-19	2019-20
	<p>i. School Nurse Budget Object Code 1200, Bilingual Parent Liaison Budget Object Code 2400, increased budgets for site supplies Budget Object Code 3200, Staff retention through salary increases Budget Object Code 1100-2999- \$320,174</p> <p>ii. Technology: staffing Budget Object Code 2200-2300, software and hardware increases Budget Object Code 4300-.\$254,295</p> <p>iii. Facilities: staffing Budget Object Code 2200, transportation budget Object Code 2200, and additional routine maintenance allocations Budget Object Code 4300, 5600, 5800-\$333,310</p> <p>iv. Federal Programs Supplement: add funds to cover Titles I, III and ROP program encroachment on General fund budget- Budget Object Code 8980-\$355,796</p>	<p>2400, Counselor Budget Object Code 1200 - \$790,495</p> <p>b. EMS additional teachers Budget Object Code 1100, paraprofessionals Budget Object Code 2100, Counselor Budget Object Code 1200-\$402,267</p> <p>c. CHS Additional Teachers Budget Object Code 1100 and class offerings (Spanish, AP, etc.) \$405,128</p> <p>d. District-Wide:</p> <p>i. School Nurse Budget Object Code 1200 , Bilingual Parent Liaison Budget Object Code 2400, increased budgets for site supplies Budget Object Code 4300, Staff retention through salary increases Budget Object Code 1100-2999- \$320,174</p> <p>ii. Technology: staffing Budget Object Code 2200-2300, software and hardware increases Budget Object Code 4300-\$254,295</p> <p>iii. Facilities: staffing Budget Object Code 2200, transportation budget Object Code 2200, and additional routine maintenance allocations Budget Object Code 4300, 5600, 5800- \$333,310</p> <p>Federal Programs Supplement: add funds to cover Titles I, III and ROP program encroachment on General fund budget Budget Object Code 8980 - \$355,796</p>	<p>i.School Nurse Budget Object Code 1200 , Bilingual Parent Liaison Budget Object Code 2400, increased budgets for site supplies Budget Object Code 4300, Staff retention, , Staff retention through salary increases Budget Object Code 1100-2999- \$434,251</p> <p>ii.Technology: staffing Budget Object Code 2200-2300, software and hardware increases Budget Object Code 4300-\$226,145,</p> <p>iii.Facilities: staffing, Budget Object Code 2200, transportation budget Object Code 2200, and additional routine maintenance allocations Budget Object Code 4300, 5600, 5800-\$172,001</p> <p>Federal Programs Supplement: add funds to cover ROP program encroachment on General fund budget – Budget Object Code 8980 \$201,199</p>
Source	LCFF Funds	LCFF Funds	LCFF Funds
Budget Reference	Each Item has CSAM Budget Object Code in the section above.	Each Item has CSAM Budget Object Code in the section above.	Each Item has CSAM Budget Object Code in the section above.

Action 1B

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

New

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

Modified

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

Modified

2017-18 Actions/Services

Data Related Training / Actions

1. Implement / Continue Training for:
 - a. Illuminate Data & Assessment Software
 - b. Infinite Campus Student Information System.
 - c. Assess Infinite Campus Software as 9 - 12 Gradebook vs. School Loop
2. Begin Process of converting all Cumulative Files to electronic format.
3. Evaluate district-wide assessment practices.

2018-19 Actions/Services

Data Related Training / Actions

1. Continue Training for:
 - a. Illuminate Data & Assessment Software
 - b. Infinite Campus Student Information System
2. Begin to utilize Illuminate software for all data warehousing.
3. Implement selected 9-12 electronic Gradebook
4. Continue process of converting all Cumulative Files to electronic format.

2019-20 Actions/Services

Data Related Training / Actions

1. Schedule **New Staff** Training for:
 - a. Illuminate Data & Assessment Software
 - b. Infinite Campus Student Information System
2. Continue to utilize Illuminate software for all data warehousing.
3. Implement selected 9-12 electronic Gradebook
4. Continue process of converting all Cumulative Files to electronic format.

2017-18 Actions/Services

4. Examine options for new/changed benchmark assessments. Possibly pilot new assessment systems:
 - a. iReady.
 - b. NWEA=MAPs.
 - c. SBAC Interim Assessments.
 - d. Other
5. Determine whether new/modified system would be more beneficial to students.
6. Determine which existing systems, if any, need to be modified / dropped. (Board preference is for equal interval scale score test which tracks student progress over multiple years – preferably 1st – 11th Grades.)
7. Revise Walk Thru form (used for feedback to teachers on implementation of best instructional practices) and train administrators.
 - a. Include District – Wide and Site Specific items.
 - b. Ensure assessments provided in Curriculum are being utilized consistently.
8. Implement prescribed walk-thru protocols.
9. Assess walk-thru data and recommend site level or systemic changes.
10. Modify TK-8 Data Meeting content and schedules to correspond to new Curriculum and implement.
11. Examine Instructional Year Calendar changes to facilitate deeper / more effective collaboration.
 - a. Instructional minutes @ each site.
 - b. Length and frequency of collaboration.
 - c. Starting time (particularly at High School)

Assess Teacher Evaluation Document and present options for changes to all stakeholders

2018-19 Actions/Services

5. Begin Training for any new district-wide assessments as needed.
6. Continue to implement prescribed walk-thru protocols.
7. Assess walk-thru data and recommend site level or systemic changes.
8. Implement any changes to Teacher Evaluation Document

2019-20 Actions/Services

5. Continue training for any new district-wide assessments as needed.
6. Continue to implement prescribed walk-thru protocols.
7. Assess walk-thru data and recommend site level or systemic changes.
8. Continue discussion and agree upon changes to Teacher Evaluation Document
9. Implement iReady

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$56,720	\$4,000 Training	1.-7. \$5,000 8. \$2,000 Training

Year	2017-18	2018-19	2019-20
			9. \$60,000 iReady
Source	LCFF Funds	LCFF Funds	LCFF Funds
Budget Reference	CSAM Budget Object Code 5800	CSAM Budget Object Code 5800	CSAM Budget Object Code 5800

Action 1C

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

New

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

Modified

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

Modified

2017-18 Actions/Services

Opportunities for Extension

1. Train teachers additional Advanced Placement offerings as resources and staffing are available.
2. Investigate possibility of adding dual enrollment course offerings.
3. Implement / Continue Training for assisting students who are exceeding standards in:
 - a. Benchmark Advance – English Language Arts Curriculum TK-6
 - b. Springboard - English Language Arts Curriculum 7-8
 - c. Bridges – Math Curriculum
1. Asses Gifted/Talented training needed by non – English Language Arts / Math teachers
2. Investigated implementation of StrengthsFinder as a support for all students and staff. Possible inclusion in the freshman wheel.

Create a “Newcomer” Homework Help club for Immigrant students newly arrived.

2018-19 Actions/Services

Opportunities for Extension

1. Implement additional Advanced Placement offerings as resources and staffing are available.
2. Implement dual enrollment course offerings.
3. Implement / Continue Training for assisting students who are exceeding standards in:
 - a. Benchmark Advance – English Language Arts Curriculum TK-6
 - b. Springboard - English Language Arts Curriculum 7-8
 - c. Bridges – Math Curriculum
4. Assess Gifted/Talented training needed by non – English Language Arts / Math teachers
5. Implement (if approved) inclusion of StrengthsFinder in the freshman wheel.

2019-20 Actions/Services

Opportunities for Extension

1. Implement additional Advanced Placement offerings as resources and staffing are available.
2. Implement dual enrollment course offerings as resources and staffing are available.
3. Train **New Staff** for assisting students who are exceeding standards in:
 - a. Benchmark Advance – English Language Arts Curriculum TK-6
 - b. Springboard - English Language Arts Curriculum 7-8
 - c. Bridges – Math Curriculum
4. Assess Gifted/Talented training needed by non – English Language Arts / Math teachers
5. Continue inclusion of StrengthsFinder in the freshman wheel.
6. Add Career Tech Ed Business pathway.
7. Add Broadcasting Class at CHS

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,000 AP Training & Materials \$1,750 StrengthsFinders Fee	\$4,000 AP Training & Materials \$2,000 StrengthsFinders Fee	1.-4. \$4,000 AP Training & Materials 5. \$2,400 Strengths Finder 6. \$25,000 7. \$25,000
Source	LCFF Funds	LCFF Funds	LCFF Funds
Budget Reference	CSAM Budget Object Code 4300/5800	CSAM Budget Object Code 4300/5800	CSAM Budget Object Code 4300/5800

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged

Goal 2

Improve the atmosphere in our schools and the communication between school and home.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 5, 6, 7

Identified Need:

State Priority 1:

Maintaining and improving the atmosphere in our schools is key to recruiting and retaining high quality, fully-credentialed teachers.

State Priority 2:

Increasing the frequency and quality of communication with parents of All student, but particularly ELL students, will enhance engagement for the students.

State Priority 3:

Improving communication with parents is a key component of effective schools.

State Priority 5:

Increasing attendance is another key to increased student learning.

The district constantly works to decrease absenteeism, dropouts, suspension and expulsion rates.

State Priority 7:

CUSD intends to continue offering expanded programs and services to all students.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
All teachers will be appropriately credentialed and assigned.	95% in 2016/17	100%	100%	100%
Students will be provided CCSS aligned instructional materials in sufficient quantities at all levels.	100%	100%	100%	100%
Parent involvement will increase at both site level and district level committees (Site Councils, ELAC's, Parent Clubs, DELAC including parents of unduplicated pupils and parents of pupils with exceptional needs.)	Anecdotal/observations from staff regarding attendance at events Sign in sheets from meetings held during 16/17 School Year	Attendance or participation at or above baseline. DELAC participation up 19% from previous year.	Attendance or participation at or above baseline.	Anecdotal/observations from staff regarding attendance at events Attendance or participation at or above baseline.
School attendance rates will remain above 95%	96%	95%+	95%+	95%+
Number of students chronically absent will decrease by 10% from previous year	64 Students in 14/15	58 Students	52 Students	46 Students
Middle school dropout rates will remain below 1%	Middle School rate <1% High School rate 17.6% in 15/16	Middle School rate <1% High School rate <14.6%	Middle School rate <1% High School rate <11.6%	Middle School rate <1% High School rate <8.6%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
High School dropout rates will decrease by 3% from previous year				
Student, Staff, and Parent surveys will indicate positive and improving perceptions of school safety and atmosphere.	Healthy Kids California Student, Staff and Parent surveys completed in Spring 2017 will be baseline	Overall positive perceptions at or above baseline. Anecdotal observation only. HKCS will be administered again in the 18/19 SY.	Overall positive perceptions at or above baseline.	Overall positive perceptions at or above baseline – Fall 2019 results compared to Spring 2017 results.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

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

Modified

Modified

2017-18 Actions/Services

1. Re-write Discipline handbooks at each site to include required revisions with new laws and practices.
2. Ensure attendance, tobacco and other district wide policies are consistent.
3. Implement site-wide discipline vocabulary consistency.
4. Gather discipline data and evaluate in March.
5. Modify IC software so that there is admin approval before any level of discipline report goes home.
6. Implement student Gallop survey.
7. Investigate takeover of community calendar creation – city printing. Include a community survey in the bill.
8. Celebration of Reclassification for English Language Learners.
9. Change Job Description of TK-8 counselor to focus more on behavioral health.
10. Plan and implement homework help training sessions for parents K-8
11. Plan and present parent trainings on Illuminate and Infinite Campus

2018-19 Actions/Services

1. Implement Revised Discipline handbooks at each site.
2. Gather discipline data and evaluate in March. Use data plan improvement.
3. Implement student Gallop survey and utilize results to guide improvement.
4. Continue to implement Celebrations of Reclassification for ELL.
5. Plan and implement homework help training sessions for parents K-8
6. Plan and present parent trainings on Illuminate and Infinite Campus
7. Implement a training plan for DELAC parents to increase involvement and understanding of CUSD's system.

2019-20 Actions/Services

1. Implement Revised Discipline handbooks at each site.
2. Gather discipline data and evaluate in March. Use data plan improvement.
3. Continue to implement Celebrations of Reclassification for ELL.
4. Plan and implement homework help training sessions for parents K-8
5. Plan and present parent trainings on Illuminate and Infinite Campus
6. Implement a training plan for DELAC parents to increase involvement and understanding of CUSD's system. Project – 2 – Inspire Level 3.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,100 Supplies	#1-7 \$1,100 Supplies #8 \$14,000 for CAFE Training	1. – 5. \$1,100 Supplies 6. \$20,000
Source	Base Budget	Base Budget	Base Budget

Year	2017-18	2018-19	2019-20
Budget Reference	CSAM/Budget Object Code 4300/5800	CSAM/Budget Object Code 4300/5800	CSAM/Budget Object Code 4300/5800

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 3

Improve access to, and use of, instructional technology and modern facilities.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,7

Identified Need:

State Priority: 1

Sufficient access to instructional materials implies access to on-line materials as well. Access to computers for students is not at the desired level. Technology-based instruction continues to be limited because access to devices is limited. As more instruction depends upon on use of devices, the demand continues to grow. Additionally, more devices means less time necessary to complete state testing.

State Priority: 7

Facilities, while much improved after the Measure A Bond project, are dated and in need of modernization in many places.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student access to computers will increase at all levels.	Current ratio of devices 0.6/1	0.7/1 ratio	0.8/1 ratio	0.9/1
Electronic communication between school and home will increase.	Number of parents on email list in 17/18 will be baseline.	Baseline: 615 of 901 households have entered an email address	Baseline +10%	Baseline +20%
Instructional technology use will increase at all levels.	17/18 Walk-Thru Data will be baseline – frequency of device use will be metric	Baseline: TBD	Baseline +5%	Baseline +10%
General condition of facilities will improve as detailed in Facilities Master Plan	Successful Williams Act Inspections at each site. All facilities rated as Good or Fair.	Successful Williams Act Inspections at each site. All facilities rated as Good.	Successful Williams Act Inspections at each site. All facilities rated as Good or Fair.	Successful Williams Act Inspections at each site. All facilities rated as Good or Fair.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

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

Modified

Modified

2017-18 Actions/Services

- 1. Continue to expand purchase of devices until district wide ratio of students / devices reaches 1/1
 - 2. Investigate incentives for parents to attend trainings on Social Media, Internet safety, etc.
 - 3. Assess Bring your own device policy and possibly recommend adoption.
 - 4. Assess and possibly implement weekend technology lab access.
 - 5. Advise community that the district is going to all electronic communication
- Pursue one grant opportunity for technology.

2018-19 Actions/Services

- 1. Continue to expand purchase of devices until district wide ratio of students / devices reaches 1/1
- 2. Implement incentives for parents to attend trainings on Social Media, Internet safety, etc.
- 3. Continue to investigate system allowing student use of safe, filtered, monitored school devices.
- 4. Continue to implement weekend technology/lab access.
- 5. Increase electronic communication except for items mandated to be supplied in hard copy.
- 6. Pursue one grant opportunity for technology.
- 7. Hire one additional Maintenance staff worker to improve facility upkeep.
- 8. Install updated phone system – safety concern.

2019-20 Actions/Services

- 1. Continue to expand purchase of devices until district wide ratio of students / devices reaches a level where students have a device readily available when they need access.
- 2. Implement incentives for parents to attend trainings on Social Media, Internet safety, etc.
- 3. Increase electronic communication except for items mandated to be supplied in hard copy.
- 4. Pursue one grant opportunity for technology.
- 5. Remodel CHS 500 Wing Restrooms to meet ADA requirements. This project will be the match for the Career Technical Education Incentive Grant which is being used to add a Business pathway at CHS
- 6. Purchase bleachers for soccer, tennis, baseball use.
- 7. Install new doors on Kindergarten building for safety.
- 8. Install additional security cameras at BPS and EMS.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30,000	1. \$130,000 6. \$78,000 8. \$80,000	1. \$120,000 5. \$130,000 from Developer Fee Fund 6. \$15,000 from General Fund 7. \$5,000 from General Fund 8. \$16,000 from General Fund
Source	LCFF Funds	LCFF Funds	LCFF Funds
Budget Reference	CSAM Budget Object Code 4300	CSAM Budget Object Code 4300	CSAM Budget Object Code 4300

[Type here]

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ \$2,901,288

23.61 %

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).

CUSD is utilizing LCFF supplemental funds to improve student achievement that principally meets the needs of low income, English Learners and foster youth district wide. Due to the high number of Free / Reduced Priced Meal eligible students, and English Learners in our District, LCFF supplemental funds are used school wide to increase or improve services for unduplicated pupils in the following manner:

In addition to the table below, additional training in the amount of \$27,400, DELAC and discipline are budgeted at \$21,000 and technology and facility enhancements are budgeted at \$136,000.

Use of supplemental and concentration funding by site:

Burchfield Primary: Teachers (Class size reduction) Instructional Paraprofessionals and a part-time Office Assistant (Bilingual) – Instructional Staff (Teachers, Paras) added for in depth smaller group instruction, smaller class sizes. Bilingual Office assistant added to communicate more effectively with EL students and parents about school events and services offered: \$711,074

Egling Middle School: Additional teachers, instructional paraprofessionals, Counselor – Counselor added for one on one counseling of students in need. Teachers and Paras added for in depth smaller group instruction and class sizes. \$635,357

Colusa High/Alt. High/Home School: Additional Teachers / class offerings-Additional teachers added to increase course offerings and small class sizes for more individualized instruction. Periods of Support are being offered where the teacher works with individual students on their specific needs in other classes (tutoring) \$402,683

District – Wide Miscellaneous: Short term additional administrator support – Additional administrative time to focus on planning professional development for improved instruction; School Nurse – District provides increased nursing/intervention services beyond the mandated nursing services, Bilingual Parent Liaison – works with Hispanic parents as a bridge to the schools and improved parent involvement, site purchasing budget increase – funds added to site budgets to purchase additional materials and added professional development trainings, staff retention focused salary increase-Improved compensation of staff is a recruiting tool and staff will remain in the District where they feel valued. \$434,252

District – Wide Technology: Additional staffing, software and hardware support, hardware-Staff, supplies, support to improve the technology delivery to students. Increased internet service, additional devices to student instruction and staff support to provide instruction on technology services to students. \$226,146

District – Wide Facilities: Additional staffing, transportation, and increase to routine maintenance – clean facilities, better lighting for better instruction, all facilities safe and support to staff to maintain a clean, effective learning environment. \$172,001

District – Wide Federal Program Encroachment: Title I, Title III, ROP – Cuts in funding to supplemental services could have led to cutting positions and services but the District chose to keep the supplemental services (Reading Specialists and Additional Paras) and fund them with LCFF funding. \$201,199

TOTAL \$2,967,111

The district determined these actions were the best use of funds based on numerous conversations with stakeholders, and through the recommendations from professional staff. The funding will assist unduplicated students by increasing the amount of individualized educational experiences; increasing parent involvement in CUSD schools; supplying students with current technology; and improving the physical environment of the schools. Additionally, the unduplicated students will have expanded Tier I and Tier II interventions to support them as they progress through the system. The specific actions and services for unduplicated students was determined on a site-by-site basis, and approved after discussions about whether those actions / services aligned with district goals and philosophy. The sites and district are driven by the latest research into effective educational practice as reported in publications authored by Marzano, DuFour, Stiggins, Tomlinson, and others.

These services qualitatively and quantitatively impact the targeted students by enriching the educational programs without identifying the unduplicated student to the rest of the class.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ \$2,773,633

23.31 %

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).

Additional teacher added to 4-6 Grade Levels to reduce class sizes \$70,000. Adding Mentor teachers for Interns and Lead Illuminate/Infinite Campus Positions at each site \$20,000

Use of supplemental and concentration funding by site:

Burchfield Primary: Teachers (Class size reduction) Instructional Paraprofessionals and a part-time Office Assistant (Bilingual) – Instructional Staff (Teachers, Paras) added for in depth smaller group instruction, smaller class sizes. Bilingual Office assistant added to communicate more effectively with EL students and parents about school events and services offered: \$790,495

Egling Middle School: Additional teachers, instructional paraprofessionals, Counselor – Counselor added for one on one counseling of students in need. Teachers and Paras added for in depth smaller group instruction and class sizes. \$402,267

Colusa High/Alt. High/Home School: Additional Teachers / class offerings-Additional teachers added to increase course offerings and small class sizes for more individualized instruction. Periods of Support are being offered where the teacher works with individual students on their specific needs in other classes (tutoring) \$405,128

District – Wide Miscellaneous: Short term additional administrator support – Additional administrative time to focus on planning professional development for improved instruction; School Nurse – District provides increased nursing/intervention services beyond the mandated nursing services, Bilingual Parent Liaison – works with Hispanic parents as a bridge to the schools and improved parent involvement, site purchasing budget increase – funds added to site budgets to purchase additional materials and added professional

development trainings, staff retention focused salary increase-Improved compensation of staff is a recruiting tool and staff will remain in the District where they feel valued. \$320,174

District – Wide Technology: Additional staffing, software and hardware support, hardware-Staff, supplies, support to improve the technology delivery to students. Increased internet service, additional devices to student instruction and staff support to provide instruction on technology services to students. \$254,295

District – Wide Facilities: Additional staffing, transportation, and increase to routine maintenance – clean facilities, better lighting for better instruction, all facilities safe and support to staff to maintain a clean, effective learning environment. \$333,310

District – Wide Federal Program Encroachment: Title I, Title III, ROP – Cuts in funding to supplemental services could have led to cutting positions and services but the District chose to keep the supplemental services (Reading Specialists and Additional Paras) and fund them with LCFF funding. \$355,796

TOTAL \$2,861,465

The superintendent of CUSD consulted with its special education local plan area administrator to determine that specific actions for individuals with exceptional needs are embedded in the local control and accountability plan. The actions are consistent with strategies included in the annual assurances support plan for the education of individuals with exceptional needs.

The district determined these actions were the best use of funds based on numerous conversations with stakeholders, and through the recommendations from professional staff. The funding will assist unduplicated students by increasing the amount of individualized educational experiences; increasing parent involvement in CUSD schools; supplying students with current technology; and improving the physical environment of the schools. Additionally, the unduplicated students will have expanded Tier I and Tier II interventions to support them as they progress through the system. The specific actions and services for unduplicated students was determined on a site-by-site basis, and approved after discussions about whether those actions / services aligned with district goals and philosophy. The sites and district are driven by the latest research into effective educational practice as reported in publications authored by Marzano, DuFour, Stiggins, Tomlinson, and others.

These services qualitatively and quantitatively impact the targeted students by enriching the educational programs without identifying the unduplicated student to the rest of the class

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017–18

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$2,492,591

22.98%

Burchfield Primary	Teachers (Class size reduction) Instructional Paraprofessionals and a part-time Office Assistant (Bilingual) – Instructional Staff (Teachers, Paras) added for in depth smaller group instruction, smaller class sizes. Bilingual Office assistant added to communicate more effectively with EL students and parents about school events and services offered.	\$717,170
Egling Middle School	Additional teachers, instructional paraprofessionals, Counselor – Counselor added for one on one counseling of students in need. Teachers and Paras added for in depth smaller group instruction and class sizes.	\$409,176
Colusa High/Alt. High/Home School	Additional Teachers / class offerings-Additional teachers added to increase course offerings and small class sizes for more individualized instruction. Periods of Support are being offered where the teacher works with individual students on their specific needs in other classes (tutoring)	\$374,010
District – Wide Miscellaneous	Short term additional administrator support – Additional administrative time to focus on planning professional development for improved instruction; School Nurse – District provides increased nursing/intervention services beyond the mandated nursing services, Bilingual Parent Liaison – works with Hispanic parents as a bridge to the schools and improved parent involvement, site purchasing budget increase – funds added to site budgets to purchase additional materials and added professional development trainings, staff retention focused salary increase-Improved compensation of staff is a recruiting tool and staff will remain in the District where they feel valued.	\$320,174
District – Wide Technology	Additional staffing, software and hardware support, hardware-Staff, supplies, support to improve the technology delivery to students. Increased internet service, additional devices to student instruction and staff support to provide instruction on technology services to students.	\$254,295
District – Wide Facilities	Additional staffing; transportation, and increase to routine maintenance – clean facilities, better lighting for better instruction, all facilities safe and support to staff to maintain a clean, effective learning environment.	\$333,310
District – Wide Federal Program Encroachment	Title I, Title III, ROP – Cuts in funding to supplemental services could have led to cutting positions and services but the District chose to keep the supplemental services (Reading Specialists and Additional Paras) and fund them with LCFF funding.	\$355,796

		TOTAL	\$2,728,929
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Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[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 California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

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

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - 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 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;
- C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
- D. The English learner reclassification rate;
- E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

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

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

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

- A. Pupil suspension rates;

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

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

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

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

(2) The total number of cohort members.

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

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

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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

Appendix C:

Colusa Unified Stakeholder Engagement

Date (double click cell)	Time	Stakeholders	Topic	Assessment	Data	State Priority	Notes
8/2/2018	0900-1100	Administrators	Closing Achievement Gaps	-	Discipline	School Facilities - Priority 1	Start of school meeting for leadership team.
		Leadership Team	Discipline			Implementation of Standards - Priority 2	
						Other Pupil Outcomes - Priority 8	
8/13/2018	0730-1200	All Staff	Safety		Community Survey	Attendance/Absenteeism - Priority 5	Back-to-School Meeting
		Board of Trustees	Student Achievement		Student Achievement	Parent Input - Priority 3	
		Community Organizations	Business Officew Operations		Student Survey	School Facilities - Priority 1	
			Special Education Operations				
8/20/2018	1700-1900	Board of Trustees	Student Achievement		Student Achievement	Broad Course of Study - Priority 7	Regular Board Meeting
		Leadership Team	District Business			Implementation of Standards - Priority 2	
		Community				Parent Input - Priority 3	
8/22/2018	1300-1400	Certificated Staff	History Social Sciences Curriculum			Implementation of Standards - Priority 2	
		Administrators					
8/28/2018	1700-1900	Administrators	Discipline		Discipline	Suspension Rate - Priority 6	Special Board meeting on Bullying Prevention efforts in CUSD
		Board of Trustees			Expulsion Rate	Attendance/Absenteeism - Priority 5	
					Suspension Rate	Expulsion Rate - Priority 6	
9/6/2018	0900-1100	Leadership Team	Student Achievement	CAASPP	Community Survey	Attendance/Absenteeism - Priority 5	

			Pilot iReady		Other	Implementation of Standards - Priority 2	
			Closing Achievement Gaps			School Facilities - Priority 1	
			Facility Improvement				
9/10/2018	1730-1830	Community	Facility Improvement	None	Community Survey	School Facilities - Priority 1	Community meeting to discuss possible major facility projects
		Community Organizations			Other		
9/17/2018	1600-2000	Administrators	Continue to Implement Celebrations of Reclassification for ELL	ELPACS		Broad Course of Study - Priority 7	Regular Board meeting with Welcome Ceremony for new staff
		Board of Trustees	Closing Achievement Gaps			Implementation of Standards - Priority 2	
		Community	Implement Weekend Technology/Lab Access			English Learner Reclassification - Priority 4	
			Implement Inclusion of StrengthsFinder in the Freshman Wheel			Teachers Appropriately Credentialed - Priority 1	
9/26/2018	0830-0930	Certificated Staff	History Social Science Curriculum			Implementation of Standards - Priority 2	Adoption Committee Meeting.
		Administrators					
9/26/2018	1700-1800	DELAC	Continue to Implement Celebrations of Reclassification for ELL	ELPACS	Other	English Learner Progress - Priority 4	Reclassification Ceremony
		ELAC				English Learner Reclassification - Priority 4	
		Community				Implementation of Standards - Priority 2	
		All Staff				Parent Input for Unduplicated Pupils - Priority 3	

		Administrators					
10/4/2018	0900-1130	Leadership Team	Pilot iReady	ELPACS	Other	Broad Course of Study - Priority 7	Regular Leadership Team Meeting
			Student Achievement	CAASPP		Implementation of Standards - Priority 2	
			Closing Achievement Gaps			Parent Input - Priority 3	
						School Facilities - Priority 1	
10/8/2018	0830-0100	Administrators	Implement Weekend Technology/Lab Access			Attendance/Absenteeism - Priority 5	Regular Principal Team Meeting
			Discipline			Expulsion Rate - Priority 6	
			Negotiate Changes to Teacher Evaluation Document			Sufficient Instructional Materials - Priority 1	
			Pilot iReady			Teachers Appropriately Credentialed - Priority 1	
			Walk-Thru Protocols				
10/8/2018	1730-1830	Community	Facilities			School Facilities - Priority 1	2nd Community Meeting about Improving School Facilities
10/11/2018	All DAY	Parents	Pond Day			Broad Course of Study - Priority 7	Student Engagement and Science focused experience
		Students					
10/15/2018	0830-1000	Administrators	Discipline			Attendance/Absenteeism - Priority 5	Also discussed retention and teacher evaluation
			Closing Achievement Gaps			Other Pupil Outcomes - Priority 8	
			NGSS			Sufficient Instructional Materials - Priority 1	
			Pilot iReady				
10/29/2018	0830-1100	Administrators	Closing Achievement Gaps	CAASPP	Student Achievement	Implementation of Standards - Priority 2	Regular Principal Team Meeting
			Student Achievement	CBA		Parent Input - Priority 3	

			Pilot iReady	ACC Math		Parent Input for Unduplicated Pupils - Priority 3	
				ACC Reading		Attendance/Absenteeism - Priority 5	
				BPST			
10/29/2018	1800-1900	DELAC	English 3D: ELD Curriculum 4-8			English Learner Progress - Priority 4	DELAC Meeting
			Expand Purchase of Student Devices				
			Student Achievement				
			Implement CABE Trainings				
11/1/2018	1500-1600	Certificated Staff	History Social Sciences Curriculum			Broad Course of Study - Priority 7	Adoption Committee Meeting
		Administrators				Implementation of Standards - Priority 2	
11/1/2018	0900-1100	Leadership Team	Discipline			Attendance/Absenteeism - Priority 5	Regular Leadership Team Meeting
			Illuminate Data & Assessment Software			Parent Input - Priority 3	
			Continue Process of Converting all Cumulative			School Facilities - Priority 1	
						Attendance/Absenteeism - Priority 5	
11/5/2018	1700-1800	Community	Facility Improvement			School Facilities - Priority 1	3rd Community Meeting regarding major changes to our facility plans
11/14/2018	1420-1500	All Staff	Closing Achievement Gaps	CAASPP		Implementation of Standards - Priority 2	Collaboration Meeting
			Student Achievement			Sufficient Instructional Materials - Priority 1	

						Other Pupil Outcomes - Priority 8	
11/26/2018	1715-2015	Board of Trustees	Expand Purchase of Student Devices				Regular Board Meeting
		Administrators	Closing Achievement Gaps		Student Achievement	Broad Course of Study - Priority 7	
		Community				Implementation of Standards - Priority 2	
						Programs for English Learners - Priority 2	
11/28/2018	1730-1900	DELAC	Closing Achievement Gaps			English Learner Progress - Priority 4	DELAC Meeting
			Homework Help Training			Parent Input for Unduplicated Pupils - Priority 3	
			Project to Inspire			Programs for English Learners - Priority 2	
12/3/2018	0830-1030	Administrators	Pilot iReady				Principals Team Meeting
			Closing Achievement Gaps	None	Student Achievement	Implementation of Standards - Priority 2	
						English Learner Progress - Priority 4	
12/6/2018	0900-1100	Leadership Team	Implement Weekend Technology/Lab Access			English Learner Progress - Priority 4	Leadership Team Meeting
			Closing Achievement Gaps			Implementation of Standards - Priority 2	
			Expand Purchase of Student Devices			School Facilities - Priority 1	
			Pilot iReady			Programs for English Learners - Priority 2	
12/6/2018	1800-1830	Parent Club	Grant Opportunity for Technology			School Facilities - Priority 1	BPS Parent Club - discussion of

							fundraising and electronic marquee
12/10/2018		Administrators	Closing Achievement Gaps		Student Achievement	Implementation of Standards - Priority 2	Principals Team Meeting
			Pilot iReady			Attendance/Absenteeism - Priority 5	
			Walk-Thru Protocols			Sufficient Instructional Materials - Priority 1	
			Negotiate Changes to Teacher Evaluation Document				
			Expand Purchase of Student Devices				
12/10/2018	1730-1830	Community	Facilities			School Facilities - Priority 1	Community Meeting
		Parents					
		All Staff					
12/17/2018	1715-2100	Board of Trustees	Review LCAP Goals			ALL	Board Meeting - Reviewed LCAP Goals, discussed whether modifications were necessary, and decided to maintain current focus.
		All Staff					
		Community					
1/10/2019	0900-1130	Leadership Team	Improvement Planning Process			ALL	Leadership Team Meeting
			ELPAC and CAASPP Testing Coordination				
1/10/2019	1400-1500	Students	Discuss their ideas for systemic improvement			Achievement	CHS Leadership Class meeting with Superintendent
						Technology	

					Facilities	
					Atmosphere	
1/14/2019	1715-2130	Board of Trustees	Continue Systemic Improvement Discussion		All LCAP Goal areas	Regular Monthly Board Meeting
		All Staff				
		Community				
1/23/2019	1730-1830	Parents	School Facilities and Sports Equipment needs		School Facilities - Priority 1	Colusa Athletic RedHawk Foundation regular Meeting
1/28/2019	0830-0930	Administrators	Pilot iReady		Broad Course of Study - Priority 7	Principals Team Meeting
			NGSS		Attendance/Absenteeism - Priority 5	
			Closing Achievement Gaps		Sufficient Instructional Materials - Priority 1	
1/30/2019	1345-1415	Certificated Staff	Closing Achievement Gaps		All	Meeting with BPS staff to discuss 19-20 LCAP improvement ideas.
			Pilot iReady			
			Student Achievement			
2/4/2019	1630-1800	Board of Trustees	Low Performing Student Block Grant		Other Pupil Outcomes - Priority 8	Approved plan to help students (other than ELL, FRPL, Homeless or Foster) improve achievement.
		Administrators				
2/11/2019	1715-2100	Board of Trustees	Continue discussions of LCAP ideas		All	Regular Board Meeting
		Administrators				
		All Staff				

		Community					
2/25/2019	08930-1000	Administrators	Continue discussions of LCAP ideas			All	Principals Team Meeting
2/20/2019	1800-1930	DELAC	Begin Discussion of LCAP Improvement ideas			English Learner Progress - Priority 4	Regular DELAC Meeting
						English Learner Reclassification - Priority 4	
						Broad Course of Study - Priority 7	
						Sufficient Instructional Materials - Priority 1	
3/7/2019	0900-1130	Leadership Team	Continue discussions of LCAP ideas			All	Leadership Team Meeting
3/13/2019	1415-1500	Certificated Staff	Continue discussions of LCAP ideas			All	Collaboration Meeting at EMS
3/18/2019	1715-2100	Board of Trustees	Continue discussions of LCAP ideas			All	Regular Board Meeting
		All Staff					
		Community					
3/25/2019	0900-1000	Administrators	Continue discussions of LCAP ideas			All	Principals Team Meeting

3/27/2019	1800-1930	DELAC	Continue discussions of LCAP ideas		All	DELAC Meeting
3/27/2019	1530-1630	Certificated Staff	Pilot iReady		Programs for English Learners - Priority 2	iReady outcomes discussion
					Other Pupil Outcomes - Priority 8	
3/28/2019	1500-1600	Certificated Staff	HSS Curriculum Adoption		Implementation of Standards - Priority 2	HSS Curriculum Committee Meeting
4/1/2019	0900-1030	Administrators	Continue discussion of LCAP ideas		All	Principals Team Meeting
4/1/2019	1430-1530	Certificated Staff	NGSS		Implementation of Standards - Priority 2	NGSS Committee Meeting
4/2/2019	1420-1510	Students	Continue discussion of LCAP ideas		All	CHS Leadership Class meeting with Superintendent
4/4/2019	0830-1030	Leadership Team	Continue discussion of LCAP ideas		All	Leadership Team Meeting

4/9/2019	0830-0930	Administrators	Continue discussion of LCAP ideas			All	Principals Team Meeting
4/15/2019	1600-2000	Board of Trustees	Continue discussion of LCAP ideas			All	Regular Board Meeting
		Community Parents					
		All Staff					
4/17/2019	1800-1930	DELAC	Continue discussion of LCAP ideas			All	DELAC Meeting

Appendix D: Burchfield Primary School Stakeholder Engagement.

Date	Time	Stakeholders	Topic	Assessment	Data	State Priority	Notes
8/30/2018	6:00 p.m.-7 p.m.	Certificated Staff	Student Achievement	None	Student Achievement	Attendance/Absenteeism - Priority 5	Parents were informed on: Visible Learning-correlations between student academic achievement and parent expectations. Our counselor provided data on attendance and graduation/drop-out rates. Parents were informed about the DART process and the new Volunteer Form process.. Lupe reminded parents the purpose of DELAC and ELAC.
		Parent Club				Drop Out Rate - Priority 5	
		ELAC				Graduation Rate - Priority 5	
		Parents					
8/21/2018	5:15-7:05	All Staff	Benchmark Advance: ELA Curriculum	None	None	Attendance/Absenteeism - Priority 5	Back to School Night. Kinder had a special 35 min. session for Spanish speaking parents using our translator. The rest of the classes followed with their own classroom presentations.
		Parents	Bridges: Math Curriculum			Implementation of Standards - Priority 2	
			Closing Achievement Gaps				
			Discipline				
			Student Achievement				
8/5/2018 and 8/6/18	3:00 pm-10:00 pm and 8:00 a.m.-3:00 p.m.	Certificated Staff	Closing Achievement Gaps	CAASPP	Student Achievement	Implementation of Standards - Priority 2	Teachers collaborated with grade level and across grade levels to plan and prepare for new students. Counselor and Reading Specialist helped provide scheduling for small groups and interventions.
		Administrators	Student Achievement		Student Achievement	Implementation of Standards - Priority 2	
			Benchmark Advance: ELA Curriculum				
8/8/2018	11:00 am-1:00 pm	Certificated Staff	Smartboard PD	None	None	-	Classroom Interactive Technology
8/6/2018	8:00 a.m.-3:00 p.m	Certificated Staff	Student Achievement		Student Achievement	Implementation of Standards - Priority 2	Teachers collaborated with grade level and across grade levels to plan and prepare for new students. Counselor and Reading Specialist helped provide scheduling for small groups and interventions.
		Administrators	Closing Achievement Gaps	CAASPP	Student Achievement	Implementation of Standards - Priority 2	
			Benchmark Advance: ELA Curriculum		-		
8/7/2018	9:00 a.m.-11:00 a.m	Administrators	Benchmark Advance: ELA Curriculum	None	Other	Implementation of Standards - Priority 2	New students were introduced to the daily school and classroom schedule, and new parents were given expectations and goals for their children's educational success.
		Certificated Staff	Student Achievement			Other Pupil Outcomes - Priority 8	
		Classified Staff					
		Parents					
		Students					
8/8/2018	9:00 a.m.-11:00 a.m	Certificated Staff	Benchmark Advance: ELA Curriculum	None	Other	Implementation of Standards - Priority 2	New students were introduced to the daily school and classroom schedule, and new parents were given expectations and goals for their children's educational success.
		Classified Staff	Student Achievement			Other Pupil Outcomes - Priority 8	
		Parents			-		
		Students					
		Administrators					
8/9/2018	9:00 a.m.-11:00 a.m	Administrators	Benchmark Advance: ELA Curriculum	None	Other	Implementation of Standards - Priority 2	New students were introduced to the daily school and classroom schedule, and new parents were given expectations and goals for their children's educational success.
		Certificated Staff	Student Achievement			Other Pupil Outcomes - Priority 8	
		Classified Staff					
		Parents					
		Students					

8/22/2018	3:00 p.m.- 4:30 p.m.	Administrators	Bridges: Math Curriculum	None	None	Implementation of Standards - Priority 2	Webinar training on Reflex Math online software program for K-3. Focus on Math Facts.
		Certificated Staff					
9/6/2018	7:45 a.m.- 8:10 a.m.	Administrators	Benchmark Advance: ELA Curriculum	None	Student Achievement	English Learner Progress - Priority 4	BPS ELA team met to discuss EL Reclassification Requirements, BA pacing guide, and Unit Assessment dates.
		Certificated Staff	Continue to Implement Celebrations of Reclassification for ELL	STAR Reading		English Learner Reclassification - Priority 4	
						Implementation of Standards - Priority 2	
9/4/2018	2:30 p.m.- 3:15 p.m.	Administrators	Continue to Implement Celebrations of Reclassification for ELL	None	None	English Learner Progress - Priority 4	BPS Leadership team met to discuss SPED services, EL Reclassification Celebration, 9/11 Remembrance, Parent Club, Book Fair, NGSS presentation, Community Meetings and concerns (after school tutoring).
		Certificated Staff	NGSS			English Learner Reclassification - Priority 4	
			Student Achievement			Implementation of Standards - Priority 2	
						Parent Input - Priority 3	
9/11/2018	2:30 p.m.- 3:15 p.m.	Administrators	Bridges: Math Curriculum	None		Implementation of Standards - Priority 2	BPS Math Team discussed math pretest for after school intervention, Reflex Math online program focusing on math facts, and how to find math scores on Illuminate.
		Certificated Staff	Closing Achievement Gaps			Other Pupil Outcomes - Priority 8	
			Illuminate Data & Assessment Software		Other		
9/13/2018	6:00 p.m.- 7:00 p.m.	Administrators	Closing Achievement Gaps	None	None	English Learner Reclassification - Priority 4	BPS ELAC discussed ELCAP, Site Safety Plan, introduced new counselor, and election of new ELAC officials.
		ELAC	Student Achievement			Parent Input - Priority 3	
		Certificated Staff	Implement Weekend Technology/Lab Access			School Facilities - Priority 1	
9/12/2018	2:00 p.m.- 3:00 p.m.	Administrators	NGSS	None	None	Implementation of Standards - Priority 2	Erika Lemenager presented upcoming year of adoption for NGSS for K-3.
		All Staff				Sufficient Instructional Materials - Priority 1	
9/17/2018	8:30 a.m.- 9:00 a.m.	Administrators		None	None	Broad Course of Study - Priority 7	Constitution Day Assembly with special speaker.
		All Staff					
		Students					
9/25/2018	6:00 p.m.- 7:00 p.m.	Parent Club		None	None	Parent Input - Priority 3	With 18 parents in attendance, we discussed budget finances, upcoming fundraisers (including jog-a-thon and Fall Festival), and yearbook sales.
		Administrators				School Facilities - Priority 1	

9/26/2018	10:45-12:00	Administrators	Discipline	None	Discipline	Other Pupil Outcomes - Priority 8	Students from each class and grade level participated in a monthly Manners Matter Lunch Celebration in the cafeteria.
		Students					
		Classified Staff					
10/1/2018	2:30 p.m.-3:15 p.m.	Administrators	Illuminate Data & Assessment Software	BPST	None	English Learner Progress - Priority 4	Illuminate Team discussed standard progress report for parents generated through Illuminate, Kinder placing scores into a Gradebook in Illuminate.
		Certificated Staff		HFW		Other Pupil Outcomes - Priority 8	
						Implementation of Standards - Priority 2	
10/2/2018	6:00 p.m.-7:00 p.m.	Parent Club		None	None	Parent Input - Priority 3	Parents met to prepare for jog-a-thon on Friday including creating student bibs.
10/3/2018	2:00 p.m.-3:00 p.m.	All Staff	Benchmark Advance: ELA Curriculum	None	Other	English Learner Progress - Priority 4	Staff meeting discussing Evidence of Learning, Fluency, Positive Behavior Interventions and Supports (PBIS), Fall Festival, Jog-a-thon, and Autism Conference.
		Administrators	Closing Achievement Gaps			Implementation of Standards - Priority 2	
			Discipline			Other Pupil Outcomes - Priority 8	
			Student Achievement				
10/5/2018	9:00 a.m.-11:00	Students		None	None	Parent Input - Priority 3	Parent Club organized and supervised student Jog-a-thon.
		Parent Club					
		Parents					
		All Staff					
10/5/2018	2:30 p.m.-3:30 p.m.	Administrators	Discipline	None	None	Attendance/Absenteeism - Priority 5	BPS Leadership Team discussed: 1. PBIS PraiseNotes/Assemblies a. November 2 2. ELA/Illuminate Stipends 3. School Site Council a. Need a teacher to replace Mr. B b. Alesha Rush will be our new SPED teacher 4. Grade Level reports
		Certificated Staff				Other Pupil Outcomes - Priority 8	
10/9/2018	2:30 p.m.-3:00 p.m.	Administrators		None	Other	School Facilities - Priority 1	The Safety Team discussed the A.L.I.C.E training the principal attended during the summer. The principal shared data on school shootings and preparedness training.
		Certificated Staff					
10/9/2018	3:00 p.m.-4:00 p.m.	Administrators	Benchmark Advance: ELA Curriculum	None	Other	Parent Input - Priority 3	Principal established cabinet via votes and distributed: -BPS School Site Council Bylaws -SARC -LCAP -Comprehensive School Safety Plan
		Certificated Staff	Bridges: Math Curriculum			School Facilities - Priority 1	
		Classified Staff				Sufficient Instructional Materials - Priority 1	
		Parents					
10/25/2018	4:30 p.m.-8:30 p.m.	Administrators		None	None	Parent Input - Priority 3	BPS first annual Fall Festival for the community.
		All Staff					

		Parent Club					
		Community					
		Community Organizations					
10/26/2018	8:00 a.m.-3:00 p.m.	Administrators	Benchmark Advance: ELA Curriculum	None	Other	English Learner Progress - Priority 4	Benchmark Advance Training day for K-3.
		Certificated Staff				Implementation of Standards - Priority 2	
11/2/2018	8:15 a.m.-10:10 a.m.	Administrators	Discipline	None	Other	Attendance/Absenteeism - Priority 5	PBIS award assembly recognizing our four pillars of good behavior: 1. safety, 2. responsibility, 3. respect, 4. kindness. We also recognized perfect attendance.
		All Staff				Other Pupil Outcomes - Priority 8	
		Students					
11/6/2018	2:30 p.m.-3:00 p.m.	Administrators	Benchmark Advance: ELA Curriculum	None	Student Achievement	English Learner Progress - Priority 4	BPS ELA Team discussed: 1. Assessments 2. Spelling Sound Cards 3. Report Cards 4. Data Meetings
		Certificated Staff	Closing Achievement Gaps			Implementation of Standards - Priority 2	
			Student Achievement			Sufficient Instructional Materials - Priority 1	
11/6/2018	3:00 p.m.-4:00 p.m.	School Site Council	Expand Purchase of Student Devices	None	Other	English Learner Progress - Priority 4	School Site Council discussed: Project to Inspire-Parent training, purchasing portable units, and one-to-one chromebooks district-wide.
		Administrators	Implement CAFE Trainings			Parent Input - Priority 3	
						Programs for English Learners - Priority 2	
						School Facilities - Priority 1	
11/6/2018	6:00 p.m.-7:00 p.m.	Parent Club		None	None	Parent Input - Priority 3	Parent club discussed success of Fall Festival and what things could be done better for next year. How can we use fundraised money to support teachers? Invite Superintendent to clear up questions on how to use finances.
		Administrators					
11/7/2018	2:00 p.m.-3:00 p.m.	Administrators	Bridges: Math Curriculum	None	Other	English Learner Progress - Priority 4	Staff meeting discussed the following: 1. How do we know students have learned? (5 min.) a. Formative Assessment i. Math writing journal 2. Shared Strategies a. Smith, Harmon, Fredrickson (10 min) b. Deanna Jarrett- Journal (10 min.) 3. PBIS-Positive Behavioral Interventions and Supports (15 min.) a. Praise Notes 4. Mr. Newman (20 min.) a. Social Studies Adoption
		Certificated Staff	Benchmark Advance: ELA Curriculum		Student Achievement	Implementation of Standards - Priority 2	
			Discipline			Other Pupil Outcomes - Priority 8	
11/8/2018	2:30 p.m.-3:30 p.m.	Administrators	Closing Achievement Gaps	None	Other	Attendance/Absenteeism - Priority 5	Leadership team discussed the following: 1. 5-Ways/Intervention 2. PBIS PraiseNotes/Assemblies 3. Operational Staff Meeting for Wednesday, November 14
		Certificated Staff	Discipline		Staff Survey	English Learner Progress - Priority 4	
						School Facilities - Priority 1	
11/8/2018	6:00 p.m.-7:00 p.m.	ELAC	-	None	None	Attendance/Absenteeism - Priority 5	ELAC meeting report on Project to Inspire, LCAP, Attendance.

		Administrators				Parent Input - Priority 3	
11/29/2018	2:30 p.m.- 3:15 p.m.	Administrators	Bridges: Math Curriculum	None	Other	English Learner Progress - Priority 4	Math Team discussed the following: 1. Third Grade Math Conference 2. Reflex Math 3. Vertical Articulation: Essential Standards
		Certificated Staff	Closing Achievement Gaps			Other Pupil Outcomes - Priority 8	
			Student Achievement				
12/3/2018	2:30-3:30	Administrators	Benchmark Advance: ELA Curriculum	None	Student Achievement	Attendance/Absenteeism - Priority 5	Leadership Team discussed the following: 1. One on one data meetings 2. Essential Standards Collaboration 3. Monthly Celebrations and Recognitions 4. When I am out of the office 5. Grade Level Updates
		Certificated Staff	Bridges: Math Curriculum			English Learner Progress - Priority 4	
			Discipline			Implementation of Standards - Priority 2	
			Student Achievement			Other Pupil Outcomes - Priority 8	
			Closing Achievement Gaps				
12/4/2018	2:30 p.m.- 3:30 p.m.	Administrators	Benchmark Advance: ELA Curriculum	None	Other	English Learner Progress - Priority 4	The Illuminate Team discussed the following: 1. Illuminate/Benchmark Advance a. Standard Weekly/Bi-Weekly/Monthly Progress Report b. Gradebooks-Report Cards? 2. Illuminate Conference a. January 31-Feb.1 3. Lisa Questions 4. Concerns?
		Certificated Staff	Illuminate Data & Assessment Software			Implementation of Standards - Priority 2	
2018-12-05	2:00 p.m.- 3:00 p.m.	Administrators	Bridges: Math Curriculum	None	Other	Implementation of Standards - Priority 2	Staff meeting discussions included: 1. Open House/Spring Program Date Discussion (5 minutes) 2. Essential Standards Collaboration (30 minutes) 3. Mr. Newman
		Certificated Staff	Benchmark Advance: ELA Curriculum				
			-				
11/14/2018	2:00 p.m.- 3:00 p.m.	Administrators	Benchmark Advance: ELA Curriculum	None	None	Attendance/Absenteeism - Priority 5	Operational Staff Meeting included discussion on: 1. LCAP a. Facilities-Portable b. Technology: 1-1 chromebook: What if students could take them home? 2. Report Cards 3. PBIS Assemblies 4. Data Meetings 5. Fall Festival 6. Yard Duty Referrals/Citations 7. Rainy Day Procedures 8. Schedule Calendar Dates a. Track and Field Day b. Open House 9. Thanksgiving- a. Camp Fire Donations?
		Certificated Staff	Discipline			School Facilities - Priority 1	
			Illuminate Data & Assessment Software				
			Expand Purchase of Student Devices				
12/12/2018	2:00 p.m.- 3:00 p.m.	Administrators	Closing Achievement Gaps	CAASPP	None	English Learner Progress - Priority 4	Operational Staff Meeting included: 1. Melissa Yerxa Ortiz 2. LCAP a. Improve student achievement and close
		Certificated Staff	Expand Purchase of Student Devices			English Learner Reclassification - Priority 4	
			Student Achievement			Parent Input - Priority 3	

						School Facilities - Priority 1	<p>achievement gaps</p> <p>i. Scores on SBAC ELA and math will show 5% growth (average per cohort), and 10% growth (average per cohort) for Free and Reduced Priced Meals, minority, and ELL students</p> <p>ii. EL's who show adequate growth will increase by 5%. ELL's who are reclassified will increase by 7% from previous year</p> <p>b. Improve the atmosphere in our schools and the communication between home and school.</p> <p>i. Parent involvement will increase at both site level and district level committees (Site Councils, ELAC's, Parent Clubs, DELAC including parents of unduplicated pupils and parents of pupils with exceptional needs).</p> <p>c. Improve access to, and use of, instructional technology and modern facilities</p> <p>i. Electronic communication between school and home will increase</p> <p>3. Office</p> <p>a. Please double-check attendance</p> <p>b. If a student comes into your class after you have taken attendance and has no tardy slip, it is your responsibility to either send him back to the office or change his attendance yourself</p> <p>4. Academic Awards Assemblies for the Trimesters</p> <p>5. Spring Program Coordinator</p> <p>a. Theme: Manners, Safety, Responsibility, Respect, Kindness</p> <p>Dates to remember:</p> <p>b. Manners Matter Tuesday, December 18</p> <p>c. Kinder Christmas Program on December 20</p> <p>d. Santa December 21st (early dismissal)</p> <p>e. Benchmark Advance Training on January 11th -ELD Resource</p>
12/6/2018	6:00 p.m.-7:00 p.m.	Parent Club	-	-	-	Parent Input - Priority 3	Parent Club discussed waiting for the new year to begin movie nights. Topic of discussion also included Marquee pricing and quotes.
12/11/2018	2:30 p.m.-3:30 p.m.	Administrators		None	Other	School Facilities - Priority 1	The Safety Team at BPS reviewed protocols for active shooters and practiced live A.L.I.C.E training under the supervision and guidance of the site principal.
		Certificated Staff					
12/13/2018	3:00 p.m.-4:00 p.m.	Administrators	Grant Opportunity for Technology	None	None	English Learner Progress - Priority 4	School Site Council discussed the following: 1. Project to Inspire Graduation, Agenda Item: 1. Review Jesse's vision - how can we integrate that into goals? Other items to include/add +
		School Site Council	Implement CABE Trainings			Other Pupil Outcomes - Priority 8	
			Programs for Students Exceeding Standards			Parent Input - Priority 3	
			Student Achievement			School Facilities - Priority 1	

							<p>Qs:</p> <p>Goal 1: Improving Student Achievement and close achievement gaps</p> <ul style="list-style-type: none"> • Add: RTI - five way intervention • Add: Plans for GATE • Need descriptor or what will be included • Add: After school enrichment class (Mr. Rodriguez) • Q: Can Spanish-dominant speaking students take school standardized tests in their language? (Spanish) • Q: how can we get more para-educators in the classrooms? • Q: what grants or additional resources can we go after to improve funding for kids who are not improving? <p>Goal 2: Improve the atmosphere in our school and the communication between home and school</p> <ul style="list-style-type: none"> • Add: PBIS • Positive behavior initiative • Praise notes • PBIS assemblies • Add: Fall Festival • Fun event for students and parents to enjoy activities on campus for low cost (largely sponsored by Parent volunteers and community donors) • Parent Club • High levels of engagement for 2018/2019 parent club due to additional outreach by Mr. Rodriguez • Request Teacher rep at PC • Invite more parents - especially Spanish-speaking parents • Parent Communication • CAN WE START PARENT EMAIL SYSTEM? • New Counselor Parent classes? not sure when these start, but I saw a flyer come home to assess what Parents would be interested in attending. <p>Goal 3: Improve access to, and use of, instructional technology and modern facilities.</p> <ul style="list-style-type: none"> • Taking tests on chrome books for all 3rd grade • Chrome book ratio? • Tech club? Are there interested teachers and/or parents? Any funding for this?
12/14/2018	8:30 a.m.-9:00 a.m. and 1:30 p.m.-2:00 p.m	All Staff	Discipline	None	Other	Attendance/Absenteeism - Priority 5	PBIS assembly recognizing students who received a praise note for demonstrating: safety, respect, responsibility, or kindness. Students with perfect attendance were also recognized.
		Administrators				Other Pupil Outcomes - Priority 8	
		Students					
12/18/2018	10:45 am.-12:00 p.m.	Administrators	Discipline	None	Other	Other Pupil Outcomes - Priority 8	Students from each class and grade level were selected by their teacher to participate in a lunch celebration of showing good manners in the classroom, on the playground, and in the cafeteria.
		Classified Staff					
		Students					
12/20/2018		Administrators	Student Achievement	None	None	Parent Input - Priority 3	Kinder Christmas Program

	12:30-2:00 p.m.	Certificated Staff				Other Pupil Outcomes - Priority 8	
		Community				English Learner Progress - Priority 4	
		Students					
		Parents					
1/7/2019	2:30 p.m.-3:30 p.m.	Administrators	Pilot iReady	None	None	Attendance/Absenteeism - Priority 5	The BPS Leadership team discussed the following: 1. Monthly Celebrations 2. Substitutes 3. iReady 4. Projectors 5. Grade Level Updates
		Certificated Staff	Discipline			English Learner Progress - Priority 4	
						Other Pupil Outcomes - Priority 8	
1/9/2019	2:00 p.m.-3:00 p.m.	Administrators	Implement ELD Training for Non-ELD Teachers	ELPACI	None	English Learner Progress - Priority 4	Instructional Meeting focused on: 1. Mrs. Kachan (10 minutes) a. Kudos Activity 2. Mrs. Slocum (30 minutes) a. ELPAC Training/Information 3. Mr. Newman
		Certificated Staff				English Learner Reclassification - Priority 4	
						Programs for English Learners - Priority 2	
1/10/2019	6:00 p.m.-7:00 /m.	ELAC	Benchmark Advance: ELA Curriculum	None	None	Implementation of Standards - Priority 2	ELAC meeting-LCAP review goals > Comprehensive Safety Plan > Teacher Trainings: Benchmark Advance Illuminate Math Conference
		Administrators	Bridges: Math Curriculum			English Learner Progress - Priority 4	
			Student Achievement			Parent Input - Priority 3	
						School Facilities - Priority 1	
1/11/2019	8:00 a.m.-3:00 p.m.	Administrators	Benchmark Advance: ELA Curriculum	None	Student Achievement	English Learner Progress - Priority 4	Benchmark Advance Training for K-3.
		Certificated Staff				Other Pupil Outcomes - Priority 8	
						Sufficient Instructional Materials - Priority 1	
1/14/2019	2:30 p.m.-3:30 p.m.	Administrators	-	None	Other	School Facilities - Priority 1	Safety Team reviewed the following: 1. A.L.I.C.E Training 2. Comprehensive School Safety Plans (CSSP) -The TEAM completed another live run of an on campus shooter/lock down drill.
		Certificated Staff					
1/14/2019	9:00 a.m.-12:00 p.m.	Administrators	-	None	None		ESCAPE training for site principals and administrative assistant.
		Classified Staff					
1/15/2019	6:00 p.m.-7:00 p.m.	Parent Club	-				Call To Order * Old Business a) Pizza was delivered to classrooms (Mrs. Lay, Ms. Fredrickson, Mrs. Huff, Mrs. Hardwick) in December and took pictures and sent them to Carmen to put in yearbook for most money raised at Jog-A-Thon. b) Staff breakfast was a success and teachers and staff loved it!!!

							<p>c) Two quotes for Marquee (Stewart Signs \$18,062.00 not including shipping fee or installation fee- We got our marquee from them) and (MaxxLite \$17,400.00 not including shipping fee or installation fee). Will meet with Jamie Lay tomorrow to get support with moving forward with this.</p> <p>* New Business</p> <p>a) E-ZUP Pop up quote \$2,164 (Jesse wanted to share with parent club- we need them for Jog-A-Thon, field day, fall festival, spring program, etc.)</p> <p>b) Support BPS office and school with:</p> <p>1) Manners Matter- Candy, Small Prizes, Pencil (63 goody bags each month)</p> <p>2) Perfect Attendance- 1000 Pencils saying BPS or Perfect Attendance</p> <p>3) Refill prizes for treasure chest in counselor's office and candy for reinforcements</p> <p>* Dwyane</p> <p>a) Clarifications on what parent club can purchase with fundraising monies.</p> <p>* New events or things to share</p> <p>* Next meeting February?</p> <p>* Adjournment</p>
1/15/2019	3:00 p.m.- 4:00 p.m.	Administrators	Implement CABE Trainings	None	None	English Learner Progress - Priority 4	<p>The School Site Council discussed the following: ELAC Report: Facilities, Communication, & CABE Site Visit in Feb/March LCAP report: 2019-2020 LCAP and Budget Development Timeline CUSD Engagement Survey-Make Your Voice Heard Safety (A.L.I.C.E) Training</p>
		School Site Council				Parent Input - Priority 3	
						School Facilities - Priority 1	
1/16/2019	2:00 p.m.- 3:00 p.m.	Administrators	Benchmark Advance: ELA Curriculum	None	None	English Learner Progress - Priority 4	<p>Operational Staff meeting included: 1. LCAP</p> <p>a. Improve student achievement and close achievement gaps</p> <p>i. Scores on SBAC ELA and math will show 5% growth (average per cohort), and 10% growth (average per cohort) for Free and Reduced Priced Meals, minority, and ELL students</p> <p>ii. EL's who show adequate growth will increase by 5%. ELL's who are reclassified will increase by 7% from previous year</p> <p>b. Improve the atmosphere in our schools and the communication between home and school.</p> <p>i. Parent involvement will increase at both site level and district level committees (Site Councils, ELAC's, Parent Clubs,</p>
		Certificated Staff	Bridges: Math Curriculum			Implementation of Standards - Priority 2	
			Student Achievement			Other Pupil Outcomes - Priority 8	
						Parent Input - Priority 3	
						School Facilities - Priority 1	

							<p>DELAC including parents of unduplicated pupils and parents of pupils with exceptional needs).</p> <p>c. Improve access to, and use of, instructional technology and modern facilities</p> <p>i. Electronic communication between school and home will increase</p> <p>2. Academic Awards Assemblies for the Trimesters</p> <p>3. Spring Program T-shirts</p> <p>Dates to remember:</p> <p>a. January 17-Principal's Network Workshop</p> <p>b. January 18-3rd Grade Math Conference</p> <p>c. January 22-Magical Moonshine Assembly</p> <p>i. 8:30-K/1st</p> <p>ii. 9:30-2/3</p> <p>d. January 23-Board Member Visit/Staff CPR training 2-3 pm</p> <p>e. January 29, 30 & Feb. 12- Kinder Registration</p> <p>f. January 30, 31 & February 1-Illuminate Conference</p> <p>g. February 6, 7-Visible Learning Conference</p>
1/18/2019	8:00 a.m.-3:00 p.m.	Administrators	Bridges: Math Curriculum	None	Other	Broad Course of Study - Priority 7	3rd Grade Math Conference
		Certificated Staff				English Learner Progress - Priority 4	
						Implementation of Standards - Priority 2	
						Sufficient Instructional Materials - Priority 1	
1/22/2019	8:30 a.m.-11:00 a.m.	Administrators	Benchmark Advance: ELA Curriculum	None	None	English Learner Progress - Priority 4	Magical Moonshine Assembly-stories told through puppetry with bilingual emphasis on storytelling.
		All Staff				Other Pupil Outcomes - Priority 8	
		Students					
1/23/2019	2:00 a.m.-3:00 p.m.	Administrators	-	None	None		CPR training for staff.
		Certificated Staff					
1/30/2019	8:00a.m.-4:00 p.m.	Administrators	Closing Achievement Gaps				Attendee Illuminate Conference
			Illuminate Data & Assessment Software	None	Other	English Learner Progress - Priority 4	
						English Learner Reclassification - Priority 4	
						Other Pupil Outcomes - Priority 8	
1/31/2019	8:00 a.m.-4:00 p.m.	Administrators	Closing Achievement Gaps	None	Other	English Learner Progress - Priority 4	Attended Illuminate Conference
		Certificated Staff	Illuminate Data & Assessment Software			English Learner Reclassification - Priority 4	
						Other Pupil Outcomes - Priority 8	
2/1/2019	8:00 a.m.-4:00 p.m.	Administrators	Closing Achievement Gaps	None	Other	English Learner Progress - Priority 4	Attended Illuminate Conference
		Certificated Staff	Illuminate Data & Assessment Software			English Learner Reclassification - Priority 4	
						Other Pupil Outcomes - Priority 8	
2/1/2019	8:30 a.m.-10:00 a.m.	All Staff	Discipline	None	Other	Attendance/Absenteeism - Priority 5	PBIS celebration assembly where students were recognized for being respectful, responsible, safe, and kind.
		Students				Other Pupil Outcomes - Priority 8	
2/4/2019	2:30-3:30	Administrators	-	None	None	-	

		Certificated Staff						Leadership Team Meeting: 1. Function of Leadership Team: Collaboration/Input/Directions 2. Clarify Staff Meetings (Instructional/Operational) a. Use staff meetings with instructional once a trimester 3. ZBB's 4. Survey Focus 5. LCAP-Actions we could implement to address existing achievement issues
2/5/2019	6:00 p.m.-7:00 p.m.	Parent Club	-	-	-	Parent Input - Priority 3		Call to order * Welcome * Old Business a) Marquee b) Yearbook c) Lunch for teachers on Valentine's Day? * April 18th is Field day- on BPS campus a) K-1 8:15am-11:00am and 2-3rd 11:15am-2:00pm 1) We need volunteers to setup in morning and help with clean up 2) We can sell hotdogs and popsicles? 3) Ask leadership students from High School to help? * March is Dr. Seuss month a) Have teachers take students outside to read last 30 minutes of school on 3/1/19. b) Ask Laura Cervantes if she can have cat in the hat character on campus? c) Dr. Seuss dress up week February 25th- March 1st d) Sell popsicles? * New events and things to share * Next meeting: March 2019
9/11/2018	8:30 a.m.-9:00 a.m	All Staff	-	-	-	Parent Input - Priority 3		9/11 Moment of Remembrance live via Facebook
		Community						
		Parents						
		Students						
2/6/2019	8:00 am.-4:00 p.m	Administrators	Benchmark Advance: ELA Curriculum	BPST	Student Achievement	English Learner Progress - Priority 4		John Hattie Visible Learning Conference
		Certificated Staff	Bridges: Math Curriculum	HFW		Implementation of Standards - Priority 2		
			Closing Achievement Gaps					
			Illuminate Data & Assessment Software					
			Student Achievement					
2/6/2019	8:00 a.m.-4:00 p.m	Administrators	Benchmark Advance: ELA Curriculum	BPST	Student Achievement	English Learner Progress - Priority 4		John Hattie Visible Learning Conference
		Certificated Staff	Bridges: Math Curriculum	HFW		Implementation of Standards - Priority 2		
			Closing Achievement Gaps					
			Illuminate Data & Assessment Software					
			Student Achievement					
2/8/2019	8:30 a.m.-3:30 p.m.	Certificated Staff	Discipline	-	-	Attendance/Absenteeism - Priority 5		Trauma Training @ The Village
						Drop Out Rate - Priority 5		
						Other Pupil Outcomes - Priority 8		
2/12/2019	8:00 a.m.-3:00 p.m.	Certificated Staff	Benchmark Advance: ELA Curriculum		-	English Learner Progress - Priority 4		ELA team meeting-1. Assessments a. Benchmark Advance data comparison 2017-2018/2018-2019 2. Report Cards
		Administrators	Illuminate Data & Assessment Software			Implementation of Standards - Priority 2		
		-				Other Pupil Outcomes - Priority 8		

							a. Transfer data to Illuminate 3. Data Meetings a. Tiles
2/15/2019	9:00-10:00	Administrators	Student Achievement	-	-	English Learner Progress - Priority 4	1st Grade Patriotic Performance @ CHS
		Certificated Staff				Other Pupil Outcomes - Priority 8	
		Classified Staff				Parent Input - Priority 3	
		Parents					
		Students					
3/4/2019	3:00-4:00	Administrators	Benchmark Advance: ELA Curriculum	BPST	Student Achievement	English Learner Progress - Priority 4	Leadership Team Meeting-1. Function of Leadership Team: Collaboration/Input/Directions 2. Clarify Staff Meetings (Instructional/Operational) a. Use staff meetings with instructional once a trimester b. 3. ZBB's 4. Survey Focus 5. Academic Awards Assembly a. Grade 1: ELA-Interim Assessment, Math Report Card average i. 1:00 p.m. b. Grade 2: ELA- i. 1:30 p.m. c. Grade 3: ELA- Proficient in LA in literary and informational text 2.5 and above AND Increase of score on STAR test from Tri. 1 to Tri., Math- Proficient in math 3 all the standards AND 50% of multiplication facts mastered on Reflex Math (ShowsGrowth) i. 9:15 a.m. d. Student Names to office by Friday March 15 @ 2:30 i. 6 awards-both proficient, ELA proficient, Math proficient, both growth, ELA growth, Math growth ii. Letter to place in report cards going home 6. Date? March 22, 2019 7. LCAP-Actions we could implement to address existing achievement issues 8. Grade Level Updates
		Certificated Staff	Bridges: Math Curriculum	HFW		Implementation of Standards - Priority 2	
			Closing Achievement Gaps	STAR Reading		Other Pupil Outcomes - Priority 8	
			Illuminate Data & Assessment Software				
			Student Achievement				
3/5/2019	2:30-3:00	Administrators	Benchmark Advance: ELA Curriculum	BPST	Student Achievement	English Learner Progress - Priority 4	ELA Team Meeting-1. Curriculum Purchase a. Inventory student workbooks for accurate 2019/2020 numbers 2. Report Cards a. Transfer data to Illuminate b. Academic Awards Assembly based on grade level consensus of academic proficiency measurement c. Student growth report on Benchmark Advance 3. Tiles a. Is data useful? b. What can we add/drop?
		Certificated Staff	Closing Achievement Gaps	HFW		Implementation of Standards - Priority 2	
			Illuminate Data & Assessment Software	STAR Reading		Other Pupil Outcomes - Priority 8	
			Student Achievement			Sufficient Instructional Materials - Priority 1	
3/5/2019	3:00-4:00	School Site Council	Closing Achievement Gaps	None	Community Survey	Implementation of Standards - Priority 2	School Site Council-ELAC Report: Site Visit Friday, March 8 @ 9:00 LCAP report: 2019-2020 LCAP and Budget Development Timeline Single Plan for Student Achievement (SPSA) budget review CUSD Engagement Survey-
			Student Achievement		Parent Survey	Other Pupil Outcomes - Priority 8	
						Parent Input - Priority 3	
						Programs for English Learners - Priority 2	
						School Facilities - Priority 1	

							Make Your Voice Heard results CUSD Parent Survey currently on school website
3/5/2019	6:00 pm- 7:00 pm	Parent Club	-	None	Other	Parent Input - Priority 3	Parent Club discussed presenting request to Board to help fund the purchase of a marquee at BPS and Egling. Also, discussed monthly recognition of BPS teachers and staff with breakfasts and lunches. Focus was on Teacher Appreciation week in May. Volunteers needed for Track and Field Day.
		Certificated Staff				School Facilities - Priority 1	
		Administrators					
3/6/2019	2:00-3:00	Administrators	-	-	Community Survey	-	Staff Meeting- CBO discussed Budget ZBB and answered questions on PO's and reimbursements. Mrs. Yerxa Ortiz and Mrs. Whitesell helped lead BPS survey action planning session.
		Certificated Staff					
		SPED Staff					
		Board of Trustees					
3/14/2019	2:30-3:15	Administrators	Bridges: Math Curriculum	None	None	Sufficient Instructional Materials - Priority 1	Math Team Meeting-1. ZBB Bridges Math Consumables a. Kinder Home Connection- \$720, Student Book: \$180, Number Corner: None i. HCV1-15, HCV2-15, SB-68, NC-126, SHCV1-5, SHCV2-5 b. 1st Grade Student Book: \$144, Home Connection: None, Number Corner: \$144 = \$288 i. SB-87, HCV1-131, HCV2-141, NC-83 c. 2nd Grade Student Book: \$396, Home Connection: \$756, Number Corner: \$342 = \$1494 i. SB-10,HCV1-13, HCV2-22, NC- 24 d. 3rd Grade Student Book: \$684, Home Connection: \$612, Number Corner: \$360 = \$1,656 i. SBV1-32, SBV2-40, HVC1-44, HVC2-61, NC-25 e. Grand Total=\$4158 2. Math School Site Focus: Math Facts a. Reflex Math Site License Annual cost breakdown: Cost for 1 year: \$3,295.00 3. LCAP a. Focus/Needs?
		Certificated Staff					
3/8/2019	9:00- 10:30	Administrators	Benchmark Advance: ELA Curriculum	CAASPP	Student Achievement	English Learner Progress - Priority 4	School Visit by ELAC representatives to BPS. Parents interviewed principal on curriculum/instruction, facilities, technology, closing achievement gap, and food services. Principal took team on a tour of the campus and classes. Highlights included observation of Smartboard technology in the classroom and consuming a cafeteria meal.
		ELAC	Bridges: Math Curriculum			Other Pupil Outcomes - Priority 8	
			Expand Purchase of Student Devices			Parent Input - Priority 3	
			Student Achievement			Parent Input for Students with IEP's - Priority 3	
3/14/2019	6:00-7:00 p.m	ELAC	-	-	-	Parent Input - Priority 3	ELAC meeting discussion included summary of representatives' visit to BPS, LCAP action items, and review of parent satisfaction with principal's 2nd year performance and communication.
						School Facilities - Priority 1	
						Sufficient Instructional Materials - Priority 1	
3/20/2019	8:30- 10:30	Certificated Staff	Student Achievement	None	None	Other Pupil Outcomes - Priority 8	Kinder teachers and Reading Specialist visited incoming preschool student classes.

3/22/2019	9:00-2:15	Administrators	Benchmark Advance: ELA Curriculum	BPST	Student Achievement	English Learner Progress - Priority 4	Academic awards assembly for 1st-3rd graders. Parents were notified and invited to celebrate student proficiency and growth in ELA and Math.
		Certificated Staff	Bridges: Math Curriculum	HFW		Implementation of Standards - Priority 2	
		Classified Staff	Closing Achievement Gaps	STAR Reading		Other Pupil Outcomes - Priority 8	
		SPED Staff	Student Achievement				
		Parents					
3/19/2019	2:30-3:30	Administrators	Benchmark Advance: ELA Curriculum	-	-	-	Smartboard/Notebook Software training for teachers piloting use of Smartboards.
		Certificated Staff					
3/25/2019	3:15-4:30	Administrators	Pilot iReady	-	None	English Learner Progress - Priority 4	iReady Committee meeting at the D.O.
		Certificated Staff				Other Pupil Outcomes - Priority 8	
3/26/2019		Certificated Staff	NGSS	-	-	Broad Course of Study - Priority 7	ESA Science Day at CHS
		Students				Programs for English Learners - Priority 2	
3/28/2019		Administrators	Student Achievement	-	Discipline	Other Pupil Outcomes - Priority 8	Manners Matter luncheon celebration for 64 students in grades TK-3.
		Students					
		Classified Staff					
		Certificated Staff					

Appendix E:

Egling Middle School Stakeholder Engagement

Date (double click cell)	Time	Stakeholders	Topic	Assessment	Data	State Priority
8/8/2018	8:00-3:00	4-6 Grade Staff	Benchmark Advance: ELA Curriculum	CAASPP	Student Achievement	English Learner Progress - Priority 4
		Administrators	Bridges: Math Curriculum	ELPACS		Implementation of Standards - Priority 2
			Discipline			Other Pupil Outcomes - Priority 8
			Closing Achievement Gaps			
8/10/2018	8:00-3:00	7-8 Grade Staff	Closing Achievement Gaps	CAASPP	Student Achievement	English Learner Progress - Priority 4
		Administrators	Discipline	ELPACS		Implementation of Standards - Priority 2
			English 3D: ELD Curriculum 4-8			Other Pupil Outcomes - Priority 8
			Springboard: ELA Curriculum 7-8			
9/5/2018	5:00-6:00	Parents	Safety	Participant Numbers		Safety
						Parent Input - Priority 3
9/12/2018	8:00-2:20	Certificated Staff	Closing Achievement Gaps	STAR Math	Student Achievement	Implementation of Standards - Priority 2
			CMP3 Math Curriculum	CAASPP		
			Closing Achievement Gaps	ACC Math		
9/13/2018	8:15-2:30	Certificated Staff	Student Achievement	STAR Reading	Student Achievement	English Learner Progress - Priority 4
			Implement ELD Training for Non-ELD Teachers	STAR Math		Implementation of Standards - Priority 2
			Benchmark Advance: ELA Curriculum	CAASPP		Other Pupil Outcomes - Priority 8
			Bridges: Math Curriculum	ACC Reading		
			Closing Achievement Gaps	ACC Math		
9/14/2018	8:15- 12:00	Certificated Staff	Benchmark Advance: ELA Curriculum	ACC Reading	Student Achievement	Other Pupil Outcomes - Priority 8

			Implement ELD Training for Non-ELD Teachers	CAASPP		Implementation of Standards - Priority 2
			Closing Achievement Gaps	STAR Reading		English Learner Progress - Priority 4
9/14/2018	8:00-2:30	Certificated Staff	NGSS	Science	Student Achievement	Implementation of Standards - Priority 2
9/17/2018	8:00-2:30	Certificated Staff	Benchmark Advance: ELA Curriculum	CAASPP	Student Achievement	Implementation of Standards - Priority 2
			Closing Achievement Gaps			
9/18/2018	8:00-2:30	Certificated Staff	Programs for Students Exceeding Standards	CAASPP	Student Achievement	Implementation of Standards - Priority 2
			Closing Achievement Gaps			
9/18/2018-9/20/2018	8:00-2:30	Certificated Staff	Illuminate Data & Assessment Software	CAASPP	Student Achievement	English Learner Progress - Priority 4
			Closing Achievement Gaps	ELPACS		English Learner Reclassification - Priority 4
						Other Pupil Outcomes - Priority 8
9/21/2018	8:00-2:30	Certificated Staff	Student Achievement	all	Student Achievement	Other Pupil Outcomes - Priority 8
			Discipline			
9/21/2018	8:20-2:00	Certificated Staff	Safety	None	None	Safety
		Students	Bus Evacuation Drill	Teacher Observation	Teacher Observation	
		Community Organizations				

9/26/2018	8:00-3:00	Certificated Staff	Student Achievement	ACC Math	Student Achievement	Other Pupil Outcomes - Priority 8
			Programs for Students Exceeding Standards	STAR Reading		Implementation of Standards - Priority 2
			Closing Achievement Gaps	STAR Math		Programs for English Learners - Priority 2
			Bridges: Math Curriculum	CAASPP		
			Benchmark Advance: ELA Curriculum	ACC Reading		
9/26/2018	5:00-6:00	Community	Student Achievement	ELPACS	Student Achievement	English Learner Reclassification - Priority 4
		ELAC	Continue to Implement Celebrations of Reclassification for ELL			English Learner Progress - Priority 4
		DELAC				
		Students				
10/9/2018	8:00-2:24	Certificated Staff	Student Achievement	STAR Reading	Student Achievement	Implementation of Standards - Priority 2
			Springboard: ELA Curriculum 7-8	CAASPP		
				ACC Reading		
10/9/2018	12:00-2:30	Certificated Staff	Student Achievement	Teacher Observation	Teacher Observation	Implementation of Standards - Priority 2
			Programs for Students Exceeding Standards			
10/9/2018 - 10/10/2018	8:00-2:30	Certificated Staff	NGSS	CAASPP	Student Achievement	Implementation of Standards - Priority 2
			Math			
			Student Achievement			
10/10/2018	8:00-2:30	Certificated Staff	Safety	Teacher Observation	Teacher Observation	Safety
		Students				
		Community				
10/26/2018	8:00-2:30	Certificated Staff	Benchmark Advance: ELA Curriculum	CAASPP	Student Achievement	Implementation of Standards - Priority 2

10/31/2018	8:30-9:30 and 2:30-3:15	Students	PAWS Assembly	None	Discipline	Expulsion Rate - Priority 6
			Discipline			
		Certificated Staff	Needs Assessment - State Priorities	LCAP	Staff Survey	All 8 Priorities
11/1/2018	3:00-4:00	Certificated Staff	Student Achievement	Social Studies		Implementation of Standards - Priority 2
			Testbook Adoption Review			
11/7/2018	2:20-4:00	Certificated Staff	CPR and First Aide			Student Safety
11/14/2019	8:15-3:15	Certificated Staff	CMP3 Math Curriculum	STAR Math	Student Achievement	Implementation of Standards - Priority 2
			Student Achievement Closing Achievement Gaps	CAASPP		Student Achievement
			CAASPP	ACC Math		
11/16/2018	8:10-11:45	Certificated Staff	Benchmark Advance: ELA Curriculum	CAASPP	Student Achievement	English Learner Progress - Priority 4
						Sufficient Instructional Materials - Priority 1
						Implementation of Standards - Priority 2
11/19/2018	3:00-4:00	School Site Council	Needs Assessment - State Priorities	LCAP		All Priorities
		-				
		-				
11/20/2018	6:00-7:00	ELAC	Needs Assessment - State Priorities	LCAP		All Priorities

11/28/2018	8:00-3:15	Certificated Staff	Benchmark Advance: ELA Curriculum			English Learner Progress - Priority 4
			Bridges: Math Curriculum			Implementation of Standards - Priority 2
			Needs Assessment			All Priorities
			IC Messenger Training			Parent Communication
11/30/2018	8:00-2:30	Certificated Staff	Benchmark Advance: ELA Curriculum			English Learner Progress - Priority 4
			Bridges: Math Curriculum			Implementation of Standards - Priority 2
12/6/2019	8:00-2:30	Certificated Staff	Benchmark Advance: ELA Curriculum			English Learner Progress - Priority 4
						Implementation of Standards - Priority 2
12/17/2018	3:00-4:00	School Site Council	Needs Assessment		Parent Survey	All Priorities
			Goals		Parent Survey	
1/8/2019	3:00-4:30	Administrators	Pilot iReady		Student Achievement	English Learner Progress - Priority 4
		Certificated Staff				Implementation of Standards - Priority 2
						-
1/9/2019	8:00-3:30	Administrators	ELL Training Ed Village	ELPACS	Student Achievement	Programs for English Learners - Priority 2
		Administrators	SPED Articulation	CAASPP	Student Achievement	Implementation of Standards - Priority 2
		3-4, 5-6 Verticle Articulation	Closing Achievement Gaps	CAASPP	Student Achievement	Implementation of Standards - Priority 2
		7/8 Low Performing Students	Closing Achievement Gaps	CAASPP	Student Achievement	Implementation of Standards - Priority 2
1/10/2019	8:00-3:30	Certificated Staff	Benchmark Advance: ELA Curriculum	CAASPP	Student Achievement	English Learner Progress - Priority 4
				ELPACS		Implementation of Standards - Priority 2

1/14/2019	3:00-4:00	School Site Council	Student Achievement	ELPACS	Student Achievement	English Learner Progress - Priority 4
			Closing Achievement Gaps	CAASPP	Staff Survey	Implementation of Standards - Priority 2
			Stie Goals		Parent Survey	Parent Input for Unduplicated Pupils - Priority 3
1/22/2019	6:00-7:00	ELAC	Student Achievement	ELPACS	Student Achievement	English Learner Progress - Priority 4
			Closing Achievement Gaps	CAASPP	Staff Survey	English Learner Reclassification - Priority 4
			Site Goals		Parent Survey	Implementation of Standards - Priority 2
		Certificated Staff	ELPAC Training			
2/4-3/22	Daily	Students	ELPAC Testing	ELPACS		English Learner Reclassification - Priority 4
						English Learner Progress - Priority 4
2/6/2019 and 2/8/19	8:00-3:00	Certificated Staff	Bridges: Math Curriculum	STAR Reading	Student Achievement	Programs for English Learners - Priority 2
			Benchmark Advance: ELA Curriculum	STAR Math		Implementation of Standards - Priority 2
				CAASPP		
				ACC Reading		
2/7/2019	8:00-3:00	Certificated Staff	Benchmark Advance: ELA Curriculum	ACC Math	Student Achievement	Programs for English Learners - Priority 2
			Bridges: Math Curriculum	ACC Math		Implementation of Standards - Priority 2
				STAR Reading		
				STAR Math		
2/11/2019	8:00-3:00	Certificated Staff	Springboard: ELA Curriculum 7-8	CAASPP	Student Achievement	Implementation of Standards - Priority 2
				STAR Reading		
2/13/2019	8:00-3:00	Certificated Staff	CMP3	ACC Math	Student Achievement	Implementation of Standards - Priority 2
				STAR Math		

				CAASPP		
3/12/2019	12:00-2:30	Parents	ELAC Parent visit			English Learner Progress - Priority 4
						English Learner Reclassification - Priority 4
						Implementation of Standards - Priority 2
4/12/2019	8:00-3:00	Students	8th Grade Latina Youth Conference			English Learner Reclassification - Priority 4
						English Learner Progress - Priority 4
4/15/2019	3:00-4:00	School Site Council	Site Plan		Staff Survey	Implementation of Standards - Priority 2
					Parent Survey	
					Needs Assessment	
5/21/2019	6:00-7:00	ELAC	Site Plan Goals 2019-2020		Site Plan	English Learner Progress - Priority 4
			Parent Site Visit		Parent Visit Notes	English Learner Reclassification - Priority 4
						Parent Input for Unduplicated Pupils - Priority 3
						Parent Input - Priority 3

Appendix F:

Colusa High School Stakeholder Engagement

Date	Time	Stakeholders	Topics	Assessment	Data	State Priority	Notes
10/2/2018	6:00 - 7:00pm	ELAC	Student Achievement	CAASPP	Student Achievement	Attendance/Absenteeism - Priority 5	
			Closing Achievement Gaps		Other	English Learner Progress - Priority 4	
			Discipline			English Learner Reclassification - Priority 4	
						School Facilities - Priority 1	
						Sufficient Instructional Materials - Priority 1	
11/6/2018	6:00 - 7:00pm	ELAC	Closing Achievement Gaps	CAASPP	Student Achievement	Other Pupil Outcomes - Priority 8	SARC included Curriculum Review
		Administrators	Illuminate Data & Assessment Software			Attendance/Absenteeism - Priority 5	
			Infinite Campus SIS			Parent Input - Priority 3	
			SARC				
			School Safety Plan Review			School Facilities - Priority 1	
1/8/2019	6:00 - 7:00pm	ELAC	Closing Achievement Gaps	CAASPP	Student Achievement	Attendance/Absenteeism - Priority 5	
		Administrators	Expand Purchase of Student Devices			English Learner Progress - Priority 4	
			Student Achievement			English Learner Reclassification - Priority 4	
			Back to School Night Info				
3/18/2019	9- 11:30am	ELAC	Student Achievement	CAASPP	Parent Survey	Programs for English Learners - Priority 2	
		Administrators	Continue to Implement Celebrations of	ELPACI	Student Achievement	School Facilities - Priority 1	

			Reclassification for ELL					
		All Staff	Closing Achievement Gaps	ELPACS			English Learner Progress - Priority 4	
			ELAC Site Visit				Teachers Appropriately Credentialed - Priority 1	
							Broad Course of Study - Priority 7	
3/5/2019	6:00 - 7:00pm	ELAC	Continue to Implement Celebrations of Reclassification for ELL	CAASPP	Student Achievement		Programs for English Learners - Priority 2	
		Administrators	Student Achievement				Broad Course of Study - Priority 7	
			Review & Feedback: Site Visit					
4/5/2019	6:00 - 7:00pm	ELAC	Student Achievement	CAASPP	Student Achievement		Attendance/Absenteeism - Priority 5	
		Administrators	Infinite Campus SIS		Graduation Rate		UC/CSU Entrance Requirements - Priority 4	
			Discipline					School Facilities - Priority 1
			Closing Achievement Gaps					Broad Course of Study - Priority 7
			LCAP Improvement Plan Draft Review					
5/16/2019	6:00 - 7:00pm	ELAC	Infinite Campus SIS					
		Administrators	Student Achievement	CAASPP	Student Achievement		Programs for English Learners - Priority 2	
		Leadership Team	Single Plan for Student Achievement	ELPACS	Other		Graduation Rate - Priority 5	
				ELPACI			Broad Course of Study - Priority 7	
							AP Exam Pass Rate - Priority 4	
2018-06-19	8am - 3pm	Certificated Staff	Big Math Training	CAASPP	Student Achievement		Implementation of Standards - Priority 2	

						Sufficient Instructional Materials - Priority 1	
						Teachers Appropriately Credentialed - Priority 1	
8/3/2018	8am-10am	Administrators	Student Achievement	None	Student Achievement	Broad Course of Study - Priority 7	
		Leadership Team	Program Change & Transition				
8/13/2018	1pm-3pm	Administrators	NGSS	Science	Student Achievement	Teachers Appropriately Credentialed - Priority 1	
		Certificated Staff	Illuminate Data & Assessment Software	PE		Sufficient Instructional Materials - Priority 1	
			Student Achievement			Programs for English Learners - Priority 2	
						English Learner Progress - Priority 4	
8/14/2018	10am-12pm	Administrators	Closing Achievement Gaps	ELA, Math	Student Achievement	Teachers Appropriately Credentialed - Priority 1	
		Certificated Staff	Illuminate Data & Assessment Software	Social Studies		Sufficient Instructional Materials - Priority 1	
			Student Achievement			Programs for English Learners - Priority 2	
						English Learner Progress - Priority 4	
9/5/2018	9am-11am	Administrators	Discipline	None	None	Attendance/Absenteeism - Priority 5	Dangers of Technology School Assembly Partnered with Local Law Enforcement Agencies
		All Staff				Graduation Rate - Priority 5	
		Students					
		SPED Staff					
9/18/2018	2:15-4:15pm	Administrators	Career Technical Education	CAASPP	Other	School Facilities - Priority 1	CTE Program Review, Courses of Sequence

		Certificated Staff				Broad Course of Study - Priority 7	Monitoring in IC for Three Pathways
		Community Organizations				Teachers Appropriately Credentialed - Priority 1	
		Leadership Team					
9/24/2018	9am-10am	Administrators	Student Achievement	-	Student Achievement	Teachers Appropriately Credentialed - Priority 1	SELPA Director, CHS Administration and SPED Teacher Meeting to Establish Transition with Additional SPED Teacher and Classroom on Site
		Leadership Team				Broad Course of Study - Priority 7	
		SPED Staff				English Learner Progress - Priority 4	
9/24/2018	10am-11am	Administrators	Student Achievement	None	Student Achievement	Broad Course of Study - Priority 7	Board Member Meeting and Site Tour
		Board of Trustees	-		Other	School Facilities - Priority 1	
10/1/2018	8:30-11:30am	Administrators	Student Achievement	-	Student Achievement	Attendance/Absenteeism - Priority 5	CHS/CAHS Leadership Meeting
		Leadership Team	Walk-Thru Protocols		Discipline	Programs for English Learners - Priority 2	
			Infinite Campus SIS			School Facilities - Priority 1	
			Discipline			Broad Course of Study - Priority 7	
8/14/2018	8am-9:30am	Administrators	Closing Achievement Gaps	CAASPP	Student Achievement	Attendance/Absenteeism - Priority 5	Welcome Back Staff Meeting, Site Goals, Areas of Focus, Important Information on IC and Illuminate for SPED, EL and CAASPP, Course Pacing Guides, Benchmark Assessments, Department and Individual Goals
		All Staff	Student Achievement	ELPACS		Broad Course of Study - Priority 7	
			Expand Purchase of Student Devices	ELPACI		Programs for English Learners - Priority 2	
			Illuminate Data & Assessment Software			School Facilities - Priority 1	
			Infinite Campus SIS			Sufficient Instructional Materials - Priority 1	

8/15/2018	2:30-3:30pm	Administrators	Infinite Campus SIS	-	Student Achievement	Sufficient Instructional Materials - Priority 1	Update on Curriculum and/or Facilities Needs After First Day of Instruction
		All Staff	Student Achievement			School Facilities - Priority 1	
8/22/2018	2:30-3:30pm	Administrators	Walk-Thru Protocols	CAASPP	Student Achievement	School Facilities - Priority 1	Keenan Trainings, Review Comprehensive Safety Plan, Walk Through Protocol, Back to School Night Planning
		All Staff	Closing Achievement Gaps		Staff Survey	Sufficient Instructional Materials - Priority 1	
			Illuminate Data & Assessment Software			Teachers Appropriately Credentialed - Priority 1	
8/29/2018	2:30-3:30pm	Administrators	Student Achievement	CAASPP	Student Achievement	AP Exam Pass Rate - Priority 4	AP Result Data Analysis, Review of Curriculum
		All Staff	Closing Achievement Gaps			Sufficient Instructional Materials - Priority 1	
			Illuminate Data & Assessment Software			Teachers Appropriately Credentialed - Priority 1	
9/5/2018	2:30-3:30pm	Administrators	Student Achievement	CAASPP	Student Achievement	Sufficient Instructional Materials - Priority 1	CAASPP Result Review, Overall Site Scores, Ideas for Improvement, Communication with Students and Parents, Similar School Comparison and Curriculum Adoption Impact (Technology Support for Math Curriculum)
		All Staff	Closing Achievement Gaps			Attendance/Absenteeism - Priority 5	
			Illuminate Data & Assessment Software			Teachers Appropriately Credentialed - Priority 1	
9/12/2018	2:30-3:30pm	Administrators	Phone System Mandated Training	None	Parent Survey	Parent Input - Priority 3	Improve Increased Communication Between School and Home By Implementing New Phone
		All Staff			Community Survey		

							System Districtwide
9/19/2018	2:30-3:30pm	Administrators	Student Achievement	None	Staff Survey	Implementation of Standards - Priority 2	Department Meetings: Student Achievement, Student Growth, Curriculum and Pacing Guides, Staff Survey
		All Staff	Closing Achievement Gaps			English Learner Progress - Priority 4	
			Illuminate Data & Assessment Software			School Facilities - Priority 1	
			Infinite Campus SIS				
10/3/2018	2:30-3:30pm	Administrators	Programs for Students Exceeding Standards	CAASPP	Student Achievement	Sufficient Instructional Materials - Priority 1	Needs Assessment for Students Exceeding Standard, Program Review and Change of Program If Applicable
		All Staff	Student Achievement				
10/17/2018	2:30-3:30pm	Administrators	Student Achievement	1st Quarter Grades	Student Achievement	Broad Course of Study - Priority 7	Student Celebration Awards and Communication Between School and Home on Recognitions Followed by Department Meetings (Agenda and Minutes Emailed to Administration)
		All Staff			Parent Survey		
10/25/2018	8am-3:30pm	Students	Student Achievement	None	Student Survey	Broad Course of Study - Priority 7	Career Day & College Fair Including Survey for Improvements
		All Staff			Staff Survey		
		Community			Community Survey		
		Board of Trustees					
10/31/2018	2:30-3:30pm	Certificated Staff	Closing Achievement Gaps	CAASPP	Other	Other Pupil Outcomes - Priority 8	Improvement Planning for Students,

			Student Achievement				Modifications to Current Practices to Improve Educational Opportunity for All Students - Send Department Notes to Admin
11/7/2018	9-11:30am	Administrators	Student Achievement	-	Student Achievement	Attendance/Absenteeism - Priority 5	CHS/CAHS Leadership Meeting
		Leadership Team	Walk-Thru Protocols		Discipline	Programs for English Learners - Priority 2	
			Infinite Campus SIS			School Facilities - Priority 1	
			Discipline			Broad Course of Study - Priority 7	
11/8/2018	1:30-2:30pm	Administrators	Student Achievement		Student Achievement	School Facilities - Priority 1	CTEIG Meeting with MOT, CBO, Superintendent, CTE Teachers, CHS Administration
		Leadership Team					
11/14/2018	2:45-3:45pm	Administrators	Student Achievement	CAASPP	Student Achievement	Broad Course of Study - Priority 7	Incentive Program for ELA Students
		Leadership Team					
		Certificated Staff					
12/4/2018	8am-3pm	Students	Challenge Day	None	Student Survey	-	Mental, Emotional and Academic Support Opportunity
		Certificated Staff			Parent Survey		
		Classified Staff					
		Community					
12/19/2018	2:30-3:30pm	Administrators	Student Achievement	CAASPP	Staff Survey	Implementation of Standards - Priority 2	Collaboration with Board Member Focus Point Staff Survey
		All Staff	Closing Achievement Gaps			English Learner Progress - Priority 4	

		Board of Trustees				School Facilities - Priority 1	
1/23/2019	3-3:30pm	Administrators	Student Achievement	CAASPP	Student Achievement	Broad Course of Study - Priority 7	Review Board Member Staff Survey, Curriculum Development and Increase of Options, CAASPP Testing Organization & Practice Assessments
		Certificated Staff				Attendance/Absenteeism - Priority 5	
						Sufficient Instructional Materials - Priority 1	
1/15/2019	8:10-9am	Administrators	Student Achievement		Student Achievement	School Facilities - Priority 1	CTEIG Meeting with CBO, Superintendent, CTE Teachers, CHS Administration for CTEIG #2 Planning and Application
		Certificated Staff				Teachers Appropriately Credentialed - Priority 1	
1/15/2019	9-10am	Administrators	Programs for Students Exceeding Standards	CAASPP	Student Achievement	Sufficient Instructional Materials - Priority 1	Meeting with IT Director: Site Technology, Preparation for ELAC, CAASPP Testing with Site Coordinator, Camera and Safety Systems, Virtual Enterprise Expansion of Technology and Curriculum
		Leadership Team	Illuminate Data & Assessment Software			English Learner Progress - Priority 4	
			Infinite Campus SIS			Programs for English Learners - Priority 2	
1/24/2019	7:45-8:15am	Administrators	Environmental Science Academy	Science	Student Achievement	Broad Course of Study - Priority 7	ESA Program Review, Transition Support of New Lead Teachers
		Leadership Team					
		Certificated Staff					
1/29/2019	2:20-3pm	Administrators	Student Achievement		Student Achievement	School Facilities - Priority 1	CTEIG Meeting with CBO, CTE Teachers, CHS Administration for CTEIG #1
		Certificated Staff				Teachers Appropriately Credentialed - Priority 1	

							Purchases and Proper Coding
1/29/2019	9am-10am	Administrators	Student Achievement	CAASPP	Student Achievement	Teachers Appropriately Credentialed - Priority 1	CHS Administration and SPED Teacher Meeting for CAASPP Testing, ELPAC
		Leadership Team				Broad Course of Study - Priority 7	
		SPED Staff				English Learner Progress - Priority 4	
1/9/2019	2:30-3:30pm	Administrators	Student Achievement	CAASPP	Student Achievement	Attendance/Absenteeism - Priority 5	LCAP Goals, Site Goals, Needs Assessment, CAASPP Improvements for Student Demonstration of Growth
		All Staff		Math/ELA/Science		School Facilities - Priority 1	
1/23/2019	2:30-3:30pm	Administrators	Student Achievement	CAASPP	Student Achievement	Attendance/Absenteeism - Priority 5	LCAP Goals, Staff Survey, Needs Assessment, CUSD Budget
		All Staff				School Facilities - Priority 1	
9/27/2018	3:15-4pm	Administrators	Curriculum Council	CAASPP	Student Achievement	Broad Course of Study - Priority 7	Pathways Offered, Potential Expansion, WASC Update and SLO Transition
		Leadership Team				AP Exam Pass Rate - Priority 4	
		Certificated Staff				Graduation Rate - Priority 5	
						Sufficient Instructional Materials - Priority 1	
11/8/2018	3:15-4pm	Administrators	Curriculum Council	CAASPP	Student Achievement	Broad Course of Study - Priority 7	Pathways Offered, Stole Recognition, AP Expectations to Maintain Rigor, Relevance, Science Curriculum Review for Potential Approval
		Leadership Team				AP Exam Pass Rate - Priority 4	
		Certificated Staff				Graduation Rate - Priority 5	
						Sufficient Instructional Materials - Priority 1	
1/16/2019	3:15-4pm	Administrators	Curriculum Council	CAASPP	Student Achievement	Broad Course of Study - Priority 7	AP Review Dates, Business

		Leadership Team				AP Exam Pass Rate - Priority 4	Pathway Broadcast Expansion, Science Curriculum Approval
		Certificated Staff				Graduation Rate - Priority 5	
						Sufficient Instructional Materials - Priority 1	
10/15/2018	3:15-4pm	Administrators	School Site Council	CAASPP	Student Achievement	Attendance/Absenteeism - Priority 5	Compact, LCAP Goals, Comprehensive Safety Plan, Back to School Packets
		Leadership Team				Broad Course of Study - Priority 7	
		Certificated Staff					
		School Site Council					
1/14/2019	3:15-4pm	Administrators	School Site Council	CAASPP	Student Achievement	Attendance/Absenteeism - Priority 5	Achievement Data, Areas of Strength, Areas of Focus and Improvement, Similar School Comparison, Needs Assessment, Improvement Strategies, Site Goals, Attendance Report, WASC Review
		Leadership Team				Broad Course of Study - Priority 7	
		Certificated Staff					
		School Site Council					