

LCAP Year  2017–18  2018–19  2019–20

# Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Chatom Union School District		
Contact Name and Title	Cherise Olvera Superintendent	Email and Phone	colvera@chatom.k12.ca.us 209-664-8505

## 2017-20 Plan Summary

### THE STORY

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

#### Introduction:

The Chatom Union School District (CUSD) is located in a small rural community. It is located west of Turlock in an agricultural area, bordered by orchards, dairies, and corn fields. The District consists of Chatom Elementary School, Mountain View Middle School and Chatom State Preschool. The District is part of a wonderful supportive community. The students at CUSD are part of a long legacy of community involvement, agriculture, student enrichment, and a quality education. As of April 2017 there are 589 students enrolled in the District with 97.79% average daily attendance. The student population consists of 50.59% English learners, 82.34% free and reduced program participants, 6.45% homeless and 0.17% foster students. Motivational programs are established at both sites to encourage positive behavior and minimize suspensions and expulsions. The Chatom Union School District prides itself in providing quality educational programs in a safe and clean learning environment. Chatom Elementary offers a rigorous academic program designed to meet state standards and challenge students to think creatively and problem solve for transitional kindergarten students through the fifth grade. Extended day kindergarten and "Young Fives" transitional kindergarten provide students with a solid academic foundation. Chatom students compete annually with other schools in the County Spelling Championship, Science Fair, and the Elementary Science Olympiad. The close-knit staff collaborates regularly to meet the needs of students and analyze student progress. A reading and writing support teacher provides literacy support. A physical-education specialist provides instruction to grades 3-5 students. Chatom Elementary also offers a quality after-school program which includes homework help, academic intervention, and enrichment electives. Enrichment course offerings vary, but currently students may choose from art, Yosemite Environmental Living Program, keyboarding, hands-on science, photography, Spanish, sports, computer art, science with food or AR reading club. A late bus is provided for students who participate in after-school courses. Chatom is a place where students can get a high quality, college prep education. Providing a safe and positive learning environment for students is a top priority for Chatom. Mountain View Middle School offers a quality education which reflects the new state standards, curriculum and instruction which focuses on providing 6th-8th grade students with the 21st-century skills necessary for students to be

successful in college and beyond. It is the vision of Mountain View to provide an environment where all students can reach their fullest potential both academically and socially. They strive to create an environment where all students can feel safe and valued for their uniqueness and abilities. Communication continues to be a focus to reach out to parents and community members through monthly newsletters, Aeries Parent Portal, JupiterEd, Parent Square, Mountain View website, electronic marquee, and Facebook. In addition to the regular school curricular program, Mountain View offers many enrichment, intervention, and support programs. Some of the support programs include tutoring and intervention held during lunch and after school. Enrichment classes such as technology, Gifted and Talented Education (GATE), computer science, African drumming, dance, yoga, and the Missoula Theatre program are also offered after school. The after-school sports program includes volleyball, soccer, girl's basketball, boy's basketball, and track. Many of the after-school events are held in the new gymnasium and performance stage which was built in 2010. Students take pride in their school as part of the "Warrior Way" which demonstrates the elements of civility.

## LCAP HIGHLIGHTS

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

In Summary the Goals of the 2017-2020 LCAP include:

1. Schools will increase the conditions of learning through the use of California Standards aligned instructional materials, and highly qualified teachers in a clean and safe learning environment. (State priorities 1, 2 & 7)
2. Student's academic language, social, and emotional development will be strengthened through a broad scope of learning opportunities and appropriate instructional strategies and support. (State priorities 4 & 8)
3. Parents and students will be engaged partners in the education of students and the development of character traits, safety and school connectedness. (State priorities 3, 5 & 6)
4. Schools will utilize technology to support instruction, achievement and college and career readiness. (State priorities 2, 4, 7, & 8)

LCAP Highlights include the adoption and purchasing of new standards aligned English Language Arts materials at Chatom Elementary with ongoing staff professional learning. Benchmark Advanced was selected as the new ELA program because of the intervention components which support our unduplicated students. A committee at Mountain View reviewed English Language Arts materials during the 2016-2017 school year and recommended Study Sync for adoption. The Mountain View review committee reviewed the approved programs looking for the best program to support students and to include greater usage of technology aligned with our LCAP goal 4. The newly adopted English Language Arts program will be implemented in the 2017-2018 school year.

LCAP Highlights also include an added emphasis on student social and emotional support. Staff have recognized through increased discipline referrals and decreased academic focus that there are many outside stress factors and trauma that have impacted some of our students and their academic achievement. As a result, the LCAP reflects an increase in counseling services for students at Chatom Elementary and Mountain View. Additional services were also provided by the Center for Human Services for Mountain View students in the 2016-2017 school year. These additional services have supported at-risk students in their self esteem, anger, social skills, and coping mechanisms to support students in how to deal with external stress factors in order to better focus on their academic performance and increase attendance and overall academic achievement.

## REVIEW OF PERFORMANCE

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

The District is very proud of our increased parent engagement, increased social and emotional support to students and increased technology available to students.

\* Parent participation has always been encouraged but actual attendance has been low. There has been added effort to involve parents in the planning, scheduling and delivery of parent training and meetings. Last year we offered one parenting class and had 15 parents participate. This year we offered a new program called Parenting Partners. A class was offered in English and Spanish. There were 27 participants in the first cohort. We also offered a Family Literacy Program which focused on different ways to support student learning at home and school. The Family Literacy Program began with 5-10 participants and the last class offered on April 12, 2017 had 56 people in attendance. Another edition that was added at the parent's request was an English class offered to Spanish speaking parents. The class was very successful with 34 parents and 13 children in attendance at the first class. The class average for adults was 21 per session. The parents requested to have the class extended. The District plans to maintain the increase parent participation by continuing the courses and involving more parents who had successful experiences to help network and promote the programs. Parents will also be involved in future trainings to help facilitate upcoming classes and to become parent leaders.

\* The District is also happy to have been able to provide more social and emotional support to students. In the past, we have had only five hours of counseling support which was split between our two schools per week. Through our LCAP we have been able to double the counseling time so now there is 5 hours at each school site per week. In addition to our counseling support we were able to add support from the Center for Human Services for one day a week at the middle school. The District plans to continue the increased counseling support as an action in the 2017-2020 LCAP.

\* The District is also proud of the increased availability of technology to all students TK-8th grade. Prior to the implementation of the LCAP there was one computer lab at each site to be shared by all students which limited the amount of time and access students had to technology. The District is proud to have added five wireless laptop carts at Mountain View and four laptop carts at Chatom Elementary in addition to the preexisting computer labs at each site. This impacted all students because the grades that now have carts in their classroom do not utilize the lab which opens more time for primary grades. The District will maintain this growth by continuing to offer extended hours in the computer lab and budgeting money to replace the devices as they age.

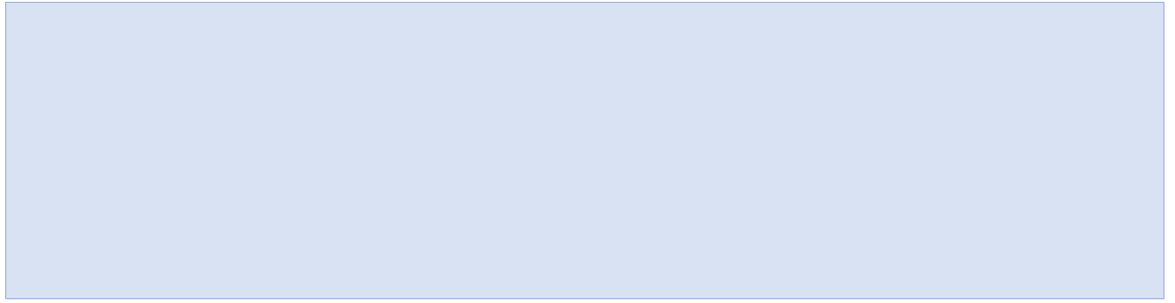
## GREATEST PROGRESS

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

The greatest area of need for the District is math. In review of the state indicator the only red area for the District was in math at Mountain View. There has been a lot of internal mobility in the math department at the 6th and 7th grade level. The District plans to increase math achievement by building ongoing internal and external professional learning support to staff. We also plan to utilize the state interim and summative assessments to measure progress throughout the school year in order to determine additional factors to further support students within the classroom and after-school programs.

## GREATEST NEEDS

An additional area of need is the suspension level at Mountain View. The state performance level was orange for Mountain View and Green for Chatom. The state data was based on 2014 and 2013 data. Although Mountain View was orange because they increased in the number of suspensions, the actual number was only five suspensions which was not concerning to the group. This area will continue to be reviewed closely because there was a great increase in the current 2016-2017 data for both sites. The District plans to address this need through consistent implementation of discipline rules and expectations. The current year data reflects some very unique and special needs of students which we hope to support through continued social and emotional support for students.



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

## PERFORMANCE GAPS

The Suspension indicator at the District level indicates that students with disabilities (SWD) had a red performance level and the white student group had an orange performance level compared to all students which had a green performance level. The District is a two school district. The data was reviewed in further detail at each site. The individual sites did not have any student group that was two or more performance levels below the all student performance level. Chatom Elementary Showed a decline in suspensions for both the white and SWD student groups. Mountain View showed an increase in both of the student groups. As a result of this data additional counseling and support was added to Mounatin View Middle School as indicated in goal 3 action 5.

It was also noted that students with disabilities (SWD) had a performance level of red compared to all students with a performance level of yellow for English Language Arts. At Chatom Elementary the SWD student group increased significantly by 50 points. Mountain View decreased by 35.4 points. As a result of this data Mountain View reviewed new English Language Arts/ English Language Development materials that are aligned to the new standards. The materials were reviewed based on the needs of the students. A new program was adopted by the Board in May 2017 and will be implemented in the 2017-2018 school year as indicated on goal 1 action 3.

## INCREASED OR IMPROVED SERVICES

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

Services above and beyond those provided for all students include additional instructional support, supplemental materials to support the California State Standards , staff professional learning, increased access and use of technology, increased after-school support through tutoring and intervention.

Additional outreach to parents and community to build a stronger home/school connection and increase parent involvement of unduplicated students. Expenditures include communication tools, workshops, academic classes, presenters and materials.

## BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$7,133,838
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$789,976.28

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

General Fund Budget expenditures not reflected in the LCAP include the basic daily operating costs. Daily operating costs include:

- \* Salaries for Classified and Certificated employees and benefits.
- \* Core materials and supplies for classrooms and offices
- \* Maintenance & Operations
- \* Transportation
- \* Special Education encroachment

\$5,919,636

Total Projected LCFF Revenues for LCAP Year

# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 1

Schools will increase the conditions of learning through the use of CCSS aligned instructional materials, and highly qualified teachers in a clean and safe learning environment.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL	<u>Strategic Plan Belief 7 and Objective 1</u>															

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

- Maintain 100% teachers meet HQT requirements
- 100% of teachers trained on CCSS in tangent with ELD Standards
- Maintain a minimum of 1 study trip or program per grade level for direct hands-on experience
- Update inventory of CCSS instructional materials
- Facility Inspection Tool (FIT) to increase one level or have a ranking of good or higher

#### ACTUAL

- 100% teachers meet HQT requirements
- 100% of teachers were trained on CCSS in tangent with ELD Standards
- All grade levels attended at least one study trip for a hands-on learning experience aligned to the state standards.
- 100% compliance in sufficiency of CCSS materials
- Chatom Elementary maintained an "exemplary" score on the Facility Inspection Tool (FIT) conducted by the Stanislaus County Office of Education in accordance with the Williams Act.
- Mountain View increased one level from "good" to "exemplary" on the facility Inspection Tool (FIT).
- Maintained 100% compliance in National School Lunch Program requirements as well as safety and sanitation requirements.

### 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

<p>Actions/Services</p>	<p><b>PLANNED</b>                  Train staff on state content standards in tandem with ELD standards by attending local and county trainings and provide ongoing research based professional learning to support teachers in meeting the needs of students at varying academic levels and proficiency levels.</p>	<p><b>ACTUAL</b>                  Attended:</p> <ul style="list-style-type: none"> <li>• Supporting Instructional Shifts to Successfully Implement the California Standards Workshop</li> <li>• Benchmark Training</li> <li>• Eureka Math</li> <li>• NGSS (Rollout I,II,IV)</li> <li>• LEA Trainings every other Wednesday</li> <li>• Stanislaus County Office of Education Induction Program for new teachers</li> </ul>
<p>Expenditures</p>	<p><b>BUDGETED</b>                  SC Professional Learning Supplemental and Concentration \$2,500                  Discretionary Funds / Teacher Effectiveness Fund for Induction program for new teachers.                  \$7,000</p>	<p><b>ESTIMATED ACTUAL</b>                  SC Professional Learning Supplemental and Concentration \$1,250                  Discretionary Funds / Teacher Effectiveness Fund for Induction program for new teachers.                  \$10,000</p>

Action **2**

<p>Actions/Services</p>	<p><b>PLANNED</b>                  Increase real-life hands on student experiences thru study trips or programs for each grade level in order to provide access to a broad course of study for all students.</p>	<p><b>ACTUAL</b>                  Student Experiences:                  TK- Hilmar Cheese                  K- Pumpkin Patch and Children's Musuem of Stockton                  1st grade- Fresno Chaffee Zoo                  2nd grade- Children's Discovery Musuem                  3rd grade- Monterey Bay Aquarium                  4th grade- Columbia State Historical Park                  5th grade- Exploratorium                  4th-5th grades - Yosemite Environmental Living Program                  6th grade- Foothill Horizons Outdoor Education Program                  7th grade- UC Merced, Stanislaus County Wildlife Reserve Presentation, Renaissance Day                  8th grade- UC Santa Cruz, Sacramento State Capitol</p>
<p>Expenditures</p>	<p><b>BUDGETED</b>                  Tk-5th grades and 7th-8th grades experiences Supplemental and Concentration \$10,000                  Outdoor Education Supplemental and Concentration \$5,000</p>	<p><b>ESTIMATED ACTUAL</b>                  Tk-5th grades and 7th-8th grades experiences Supplemental and Concentration \$9,816                  Outdoor Education Supplemental and Concentration \$5,000</p>

Action **3**



<p>Actions/Services</p>	<p><b>PLANNED</b> Adopt new standards aligned materials and supplemental materials.</p>	<p><b>ACTUAL</b> Materials Purchased:</p> <ul style="list-style-type: none"> <li>• Mountain View adopted Study Sync as the new English Language Arts Program purchased in 2016-2017 to be implemented in 2017-2018</li> <li>• Chatom adopted Benchmark in 2015-2016 and implemented the curriculum in 2016-2017</li> <li>• Eureka Math</li> <li>• Supplemental Materials</li> </ul>
<p>Expenditures</p>	<p><b>BUDGETED</b> LCFF Supplemental and Concentration \$50,000</p>	<p><b>ESTIMATED ACTUAL</b> LCFF Supplemental and Concentration \$12,724.89</p>

Action **4**

<p>Actions/Services</p>	<p><b>PLANNED</b> Increase and improve facilities to ensure a safe and well maintained school environment.</p>	<p><b>ACTUAL</b></p> <ul style="list-style-type: none"> <li>• Classroom carpet repair and replacement</li> <li>• HVAC repair and replacement</li> </ul>
<p>Expenditures</p>	<p><b>BUDGETED</b> LCFF \$30,000</p>	<p><b>ESTIMATED ACTUAL</b> LCFF \$7,712</p>

Action **5**

<p>Actions/Services</p>	<p><b>PLANNED</b> Increase and improve services through highly trained staff, recruitment and career development.</p>	<p><b>ACTUAL</b></p> <ul style="list-style-type: none"> <li>• Increased salaries to retain and recruit quality staff members.</li> <li>• Attended the Stanislaus County Job Fair to build substitute pool</li> </ul>
<p>Expenditures</p>	<p><b>BUDGETED</b> Supplemental and Concentration \$90,532</p>	<p><b>ESTIMATED ACTUAL</b> Supplemental and Concentration \$90,532</p>

ANALYSIS

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

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

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

The conditions of learning were increased through the full implementation of Benchmark Advance at Chatom Elementary and the adoption of a new English Arts/ English Language Development (ELA/ELD) program at Mountain View. Recruiting and maintaining highly qualified staff directly impact the effectiveness and delivery of this new curriculum. Ongoing training and support to staff with the new implementation will be essential for optimal student success and increased performance.

The conditions of learning are also increased through a safe, clean and comfortable learning environment.

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

A teacher assignment audit conducted by Stanislaus County Office of Education indicates that all teachers are properly credentialed and assigned which directly impacts the conditions of student learning. The newly adopted materials at Chatom Elementary have been well received by staff and will be evaluated for its effectiveness utilizing local data and individual state assessment (SBAC) data along with the release of the English Language Arts state performance indicator when they become available to Local Education Agencies (LEA). Mountain View completed an essential step in selecting the best materials to meet the needs of Mountain View students. Training will be a focus for the 2016-2017 school year to ensure an effective implementation of Study Sync.

Hands-on learning and personal experiences is very important for students who live in a rural environment and are not regularly exposed to particular learning experiences. The District was able to offer additional opportunities outside of the LCAP plan through after-school programs, grants, PTC and local fundraisers. Some of the additional experiences included: Gallo Center for the Arts, Carnegie Arts Center, and the Science Olympiad.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The action item to increase and improve facilities to ensure a safe and well maintained school environment has a remaining balance of \$22,288. This balance will be used to repair and replace classroom carpets and to repair and replace classroom HVAC systems. The work has not been completed as of May 13th but is scheduled to be completed in June.

The action item to purchase standard aligned curriculum has a remaining balance of \$37,275.11. The full remaining balance and additional funding sources will be used to acquire the adopted English Language Arts (ELA)/ English Language Development (ELD) program at Mountain View. The recommended adoption of Study Sync was approved at the May Board Meeting and the purchase order has not cleared as of May 20, 2017.

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.

There were no direct changes to this goal. However, the professional learning at Chatom Elementary was specifically focused on Benchmark Advance to support the recently adopted ELA program. There was also a focus on attending professional learning regarding the New Generation Science Standards in preparation of shifting to an integrated model.

# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 2

Students' academic, language, social and emotional development will be strengthened through a broad scope of learning opportunities and appropriate instructional strategies and support.

State and/or Local Priorities Addressed by this goal:

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

LOCAL Strategic Plan Objectives 3 and 4, Single Plan for Student Achievement Goals and Title III goals.

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Evaluate student programs and instruction utilizing data reports to make instructional adjustments accordingly

- Increase SBAC baseline data in both language arts and mathematics.
- Decrease % of longterm English Learners(AMAO 1 62% target, AMAO 2 5 52.8%)
- Increase in % of 5th and 7th grade students who meet PFT Healthy Fitness Zone  
Meet new accountability requirements set by the State Department of Education  
Increase RFEP rate
- Increase the percent of 8th grade graduates
- Chatom Union School District is a TK-8 grade District. High School metrics are not applicable.

Baseline data is indicated on an attached data metrics and is posted on the website which includes a data comparison for the past three years in teacher qualifications, sufficiency of materials, facility inspections, enrollment, average daily attendance, chronic

#### ACTUAL

Evaluate student programs and instruction utilizing data reports to make instructional adjustments accordingly

- Increase SBAC baseline data in both language arts and mathematics.  
\* SBAC data increased for English Language Arts in 4th, 5th, 7th and 8th grades.  
\* SBAC data increased for mathematics in 3rd and 5th grades.

State Indicator - ELA Achievement  
 CUSD - Yellow Maintained 5.6  
 Chatom - Yellow Increased 11.5  
 Mountain View - Yellow maintained 0.7  
 State Indicator - Math Achievement  
 CUSD - Orange Decreased -50.7  
 Chatom - Yellow Maintained 42.8  
 Mountain View -Red Decreased 57.9

- State Indicator - EL Proficiency  
 CUSD - Green increased 2.1%  
 Chatom - Yellow Increased 3.1%  
 Mountain View - Yellow Decreased 1.6%

- In comparison of 2015 scores to 2014 the % of students meeting the Healthy Fitness Zone on the State Physical Fitness test decreased at Chatom and was maintained at Mountain View. The 2016-2017 scores are still pending.

absenteeism, middle school dropout rate, suspensions, expulsions, state physical fitness testing, English proficiency and a break down of SBAC scores by grade level and a complete comparison to all students tested within Stanislaus County.

4. It is anticipated that 100% of the 8th grade students will graduate. 71 out of 75 already graduated in the June 1, 2017 ceremony and the remaining 4 are expected to graduate in July 2017 pending successful completion of Summer School.

5. Chatom Union School District is a TK-8 grade District. High School metrics are not applicable.

Baseline data is indicated on an attached data metrics and is posted on the website which includes a data comparison for the past three years in teacher qualifications, sufficiency of materials, facility inspections, enrollment, average daily attendance, chronic absenteeism, middle school dropout rate, suspensions, expulsions, state physical fitness testing, English proficiency and a break down of SBAC scores by grade level and a complete comparison to all students tested within Stanislaus County.

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	<b>1</b>	
Actions/Services	<b>PLANNED</b> Maintain additional 1.5 FTE instructional support to at-risk students including English learners, foster youth and homeless.	<b>ACTUAL</b> Maintained additional 1.5 FTE instructional support to at-risk students including English learners, foster youth and homeless.
Expenditures	<b>BUDGETED</b> Supplemental and Concentration \$75,000 EIA \$39,000	<b>ESTIMATED ACTUAL</b> Supplemental and Concentration \$72,991.00 EIA \$40,677.00
Action	<b>2</b>	
Actions/Services	<b>PLANNED</b> Increase instructional time to at-risk students by offering a Summer School Program	<b>ACTUAL</b> Increased instructional time to at-risk students by offering a Summer School Program
Expenditures	<b>BUDGETED</b> Supplemental and Concentration \$25,000	<b>ESTIMATED ACTUAL</b> Supplemental and Concentration \$25,000
Action	<b>3</b>	

Actions/Services	<p><b>PLANNED</b> Increase instructional support to English Learners attaining language proficiency.</p>	<p><b>ACTUAL</b> Increased instructional support to English Learners attaining language proficiency.</p>
Expenditures	<p><b>BUDGETED</b> Supplemental and Concentration \$19,000 Title III \$20,000</p>	<p><b>ESTIMATED ACTUAL</b> Supplemental and Concentration \$19,000 Title III \$20,000</p>

Action **4**

Actions/Services	<p><b>PLANNED</b> Increase student achievement through goals identified at each site within the SPSA based on a needs assessment and evaluated by parent advisory groups.</p> <p>Mountain View - Foundations program for instructional and language proficiency support and extended reading opportunities at varying academic levels.</p> <p>Chatom Elementary - Increase student wellness and fitness through extended physical fitness program.</p>	<p><b>ACTUAL</b> Increase student achievement through goals identified at each site within the SPSA based on a needs assessment and evaluated by parent advisory groups.</p> <p>Mountain View - Implemented two Foundations programs for instructional and language proficiency support which extended reading opportunities at varying academic levels.</p> <p>Chatom Elementary - Increased student wellness and fitness through an extended physical fitness program.</p>
Expenditures	<p><b>BUDGETED</b> at Mountain View Supplemental and Concentration \$140,000 at Chatom Supplemental and Concentration \$46,000</p>	<p><b>ESTIMATED ACTUAL</b> at Mountain View Supplemental and Concentration \$140,000 at Chatom Supplemental and Concentration \$44,936</p>

Action **5**

Actions/Services	<p><b>PLANNED</b> Acquire data systems to measure and monitor student progress at a deeper level.</p>	<p><b>ACTUAL</b> Acquired data systems to measure and monitor student progress at a deeper level.</p>
Expenditures	<p><b>BUDGETED</b> Cost already reflected in the plan \$0</p>	<p><b>ESTIMATED ACTUAL</b> Cost already reflected in the plan \$0</p>

**ANALYSIS**

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

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

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

All of the action items were fully implemented. There were no changes to the students served or the location of services.

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

The SBAC scores indicate growth in English Language Arts in 4th, 5th, 7th and 8th grades .  
The SBAC scores indicate the greatest need for the District is in the area of math where only 3rd and 5th grades made growth. The state performance indicator was red in the area of math at Mountain View. The goal is to build consistency in the math department in 6th and 7th grade because in the last five years there have been two staff changes at the 7th grade level and 5 internal staff changes at the 6th grade level. The 8th grade SBAC scores continue to be much higher than the Stanislaus County Average. In 2015-2016 the Stanislaus County average for the percentage of students who met or exceeded standards on the SBAC was 25% and the Mountain View 8th grade average was 43%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The financial differences between budgeted expenditures and estimated actual expenditures is due to change in salaries related to salary increases or change in personnel.

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.

This goal has been modified in the 2017-2020 LCAP to address mathematics as the greatest area of need at Mountain View. The change is identified in goal 2 action 5. Discussions involving staff and stakeholders have resulted in several ideas to support this need. Some of the items being considered include; student math mentors, external professional learning (county support), modified master schedule to allow for internal coaching and support, after-school math intervention, family math night, and supplemental materials.

# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 3

Parents and students will be engaged partners in the education of students and the development of character traits, safety and school connectedness.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL	<u>Strategic Plan Belief 4, 6, 8 and 9</u>															

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

- \* Increase parent involvement measured by sign-in sheets and training agendas.
- \* Increase communication measured by phone communicator charts, AERIES and Jupiter usage charts.
- \* CALPADS attendance rates.
- \* ASES after-school attendance reports.
- \* Chatom Union is a TK-8th grade District. High School metrics are not applicable.

Baseline data is indicated on an attached data metrics and is posted on the website which includes a data comparison for the past three years in chronic absenteeism, middle school dropout rates, suspension rates, and expulsion rates

#### ACTUAL

- \* Increased parent involvement measured by sign-in sheets and training agendas.
  - Increased attendance at Family Literacy Night from 11 to 56
  - Increased the Parenting Training class from 1 to 2 classes and increased the number of participants from 15 in PIQE program to 30 in the Parenting Partners Program.
  - Added an English Class based on input from DELAC/ELAC Parent Advisory
  - Increased the number of Parents who attended Parent Conferences.

\* Increased communication primarily through the use of Facebook along with Jupiter and Communication folders which were sent home regularly every Tuesday.

\* CALPADS attendance rates are higher than the state average but actually decreased from 97.48% to 95.56% at Chatom and also decreased at Mountain View from 97.38% to 96.32%

\* ASES after-school attendance was maintained.

\* Mountain View was selected as the Stanislaus County After-School Site of the year in 2016-2017 and Chatom was honored in 2015-2016 as the Elementary Site of the Year.

\* Chatom Union is a TK-8th grade District. High School metrics are not applicable.





Baseline data is indicated on an attached data metrics and is posted on the website which includes a data comparison for the past three years in chronic absenteeism, middle school dropout rates, suspension rates, and expulsion rates

**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	<b>1</b>	
Actions/Services	<p><b>PLANNED</b>                  Increase parent academic classes and attendance. (Classes, workshops and trainings.)</p>	<p><b>ACTUAL</b>                  Increased the number of parent academic classes and attendance. (Classes, workshops and trainings.)</p> <ul style="list-style-type: none"> <li>Increased attendance at Family Literacy Night from 11 participants to 56</li> <li>Increased the Parenting Training class from 1 to 2 and increased the number of participants from 15 in the PIQE program to 30 in the Parenting Partners Program. (22 in the Spanish class and 8 in the English class.)</li> <li>Added an English Class (Class size ranged from 11 to 34 with an average of 22)</li> </ul>
Expenditures	<p><b>BUDGETED</b>                  Supplemental and Concentration \$5,000</p>	<p><b>ESTIMATED ACTUAL</b>                  Supplemental and Concentration \$3,750</p>
Action	<b>2</b>	
Actions/Services	<p><b>PLANNED</b>                  Increase home/school academic communication. (AERIES Parent Portal &amp; Blackboard telecommunication and Facebook usage.)</p>	<p><b>ACTUAL</b>                  Increase home/school academic communication.</p> <ul style="list-style-type: none"> <li>Purchased AERIES Parent Portal, Jupiter and Parent Square.</li> </ul>
Expenditures	<p><b>BUDGETED</b>                  Supplemental and Concentration \$8,375</p>	<p><b>ESTIMATED ACTUAL</b>                  Supplemental and Concentration \$8,375</p>

Action **3**

Actions/Services

**PLANNED**  
 Increase the number of guest speakers and presentations on the topics of college and careers.  
  
 Build school and career partnerships (SPIE).

**ACTUAL**  
 Increased the number of guest speakers and presentations on the topics of college and careers.  
 • Ag Career Day  
 • College Awareness Day  
 • Alumni College Speakers  
 • Law Enforcement  
  
 Continued contract with the Stanislaus Partners In Education (SPIE) Program.

Expenditures

**BUDGETED**  
 Supplemental and Concentration \$1,000

**ESTIMATED ACTUAL**  
 Supplemental and Concentration \$500

Action **4**

Actions/Services

**PLANNED**  
 Extend after-school programs and provide after-school transportation to increase participation.

**ACTUAL**  
 Extended after-school programs and provided after-school transportation to increase participation.  
 • Academic support classes/ tutoring  
 • Science enrichment  
 • Art  
 • Drama  
 • Gardening  
 • Yoga  
 • Reading Club  
 • Homework Club  
 • Yearbook  
 • Student Acceptance Club

Expenditures

**BUDGETED**  
 Supplemental and Concentration \$33,000

**ESTIMATED ACTUAL**  
 Supplemental and Concentration \$33,000

Action **5**

Actions/Services

**PLANNED**  
 Increase counseling services from 5 hours a week to 10 hours a week to maintain safety and involvement where students are

**ACTUAL**  
 Increased counseling services from 5 hours a week to 10 hours a week to maintain safety and involvement where

supported academically, socially, emotionally and develop positive healthy behaviors.
<b>BUDGETED</b> Supplemental and Concentration \$11,000

students are supported academically, socially, emotionally and develop positive healthy behaviors.
<b>ESTIMATED ACTUAL</b> Supplemental and Concentration \$26,500

Expenditures

ANALYSIS

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

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

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

All of the action items were implemented. Parent Square was purchased in place of Blackboard/Connect 5 because it provided more home-school communication opportunities with an added feature which supports safety through the smart alert system which can send messages District-wide via text, email or voice mail.

Another change to the overall implementation above and beyond the increase in counseling services was the addition of services from the Center for Human Services in support of the articulated goal because of the increased social, emotional and behavioral student needs at Mountain View. The services were provided for a portion of the year as a trial period and was funded with Mental Health funds.

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

Increasing parent involvement was very effective. In 2015-2016 the District offered one PIQE class which had 15 parent participants. This year the District offered two Parenting Partner Classes which had an average of 30 participants. One class was offered in English and the second class was offered in Spanish. In addition to the Parenting Partner classes there was a class offered to teach English to Spanish speaking parents. This program was added based on parent input and was well intended. The class size ranged from 11 to 34 with a class average of 22. Family Literacy Night was continued in 2016-2017 but resulted in greater participation in the 2016-2017 school year. The program started with 10-12 participants and ended on April 12, 2017 with 56 participants.

College and Career Presentations were well received by students. Some of the presentations included past alumni returning to speak about college to Mountain View students, Ag Career Day, Police Force and College Awareness Day.

The counselor also attended training to further support student social and emotional needs. One of the trainings included Bullying Prevention and intervention held by the Stanislaus County Office of Education on December 13, 2016.

Through ongoing monitoring of foster and homeless students more support services were provided within the District. Some examples include: follow-up with school counselor, blankets, academic supplies and outreach support for food.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The District also partnered with Stanislaus County and Stanislaus Drug Enforcement Agency in the Focusing on Children Under Stress (F.O.C.U.S) Program to stay informed on how we can provide additional support to at risk students.

The action related to Parent Engagement had a remaining balance of \$1,250 because some of the facilitators did not require substitutes. The supplemental English Class to support Spanish speaking parents was funded by Title III.

There was a remaining balance of \$500 on presentations because many of the presenters donated their time.

Additional budget expenditures related to salaries reflect salary increases and assignment to support student social and emotional needs

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 action item related to increasing home communication was initially intended to fund AERIES parent portal, Jupiter grading system and academic parent alert and Blackboard-Connect 5 voice system. The feedback from stakeholders is that many of them prefer to view a text more than listening to a voice message. The Blackboard/ Connect 5 voice system contract was discontinued. ParentSquare was purchased in its place in order to allow messages to be sent via text, email or voice mail for optimal communication delivery. ParentSquare also has the capability of sending safety smart alert messages district wide which was not an option under the prior communication system.

# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 4

Schools will utilize technology to support instruction, achievement and college and career readiness.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL	<u>Technology Plan, Single Plan for Student Achievement Goals and Infrastructure goals.</u>															

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

- \* Increase mbps indicated by speed test depending on the amount of routers and switches that are replaced. E-Rate Priority 2 funding will have a large impact on outcome.
- \* Increased inventory and/or quality of tech devices for staff and students.
- \* Increase inventory of software aligned to support new state math and language arts standards.
- \* Maintain increased computer lab time of additional 10 hours.
- \* Attendance of staff technology trainings to support site curriculum implementation.
- \* Completion of new CUSD web design.

#### ACTUAL

- \* Increase mbps indicated by speed test depending on the amount of routers and switches that are replaced. E-Rate Priority 2 funding will have a large impact on outcome.
- \* Increased inventory and/or quality of tech devices for staff and students.
  - Additional laptops and charging cart was purchased for 4th grade.
- \* Increased inventory of software aligned to support new state math and language arts standards.
- \* Maintained increased computer lab time of additional 10 hours.
- \* Some staff members attended ETC conference to support technology implementation in the classroom
- \* Completed phase one of the CUSD web design

### 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**

<p>Actions/Services</p>	<p><b>PLANNED</b> Improve technology infrastructure to 100 mbps by replacing antiquated routers and switches</p>	<p><b>ACTUAL</b> Utilized \$79,676.52 of E-rate Priority 2 funds to replace antiquated routers and switches at Chatom and Mountain View and replaced drives to rebuild the e-mail server.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> and Base network electronics. Supplemental and Concentration \$26,500</p>	<p><b>ESTIMATED ACTUAL</b> and Base network electronics. Supplemental and Concentration \$24,550</p>

Action **2**

<p>Actions/Services</p>	<p><b>PLANNED</b> Increase or improve technology devices or equipment for students and staff.</p>	<p><b>ACTUAL</b> - Added additional laptops and charging cart for a 4th grade class. Now all 4th and 5th grade classrooms at Chatom Elementary have laptops inside the classroom.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> Supplemental and Concentration \$27,500</p>	<p><b>ESTIMATED ACTUAL</b> Supplemental and Concentration \$27,497</p>

Action **3**

<p>Actions/Services</p>	<p><b>PLANNED</b> Increase or improve inventory software aligned to new math and language arts standards.</p>	<p><b>ACTUAL</b> Maintained increased inventory software aligned to new math and language arts standards.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> Supplemental and Concentration \$3,000</p>	<p><b>ESTIMATED ACTUAL</b> Supplemental and Concentration \$3,000</p>

Action **4**

<p>Actions/Services</p>	<p><b>PLANNED</b> Maintain increased computer lab time of additional 10 hours.</p>	<p><b>ACTUAL</b> Maintain increased computer lab time of additional 10 hours.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> Supplemental and Concentration \$6,000</p>	<p><b>ESTIMATED ACTUAL</b> Supplemental and Concentration \$6,188.06</p>

Action **5**

<p>Actions/Services</p>	<p><b>PLANNED</b> Increase use of technology within classroom instruction and projects.</p>	<p><b>ACTUAL</b> Increased use of technology within classroom instruction and projects.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> Funding already reflected in plan. No additional cost needed for implementation.</p>	<p><b>ESTIMATED ACTUAL</b> Funding already reflected in plan. No additional cost needed for implementation.</p>

Action **6**

Actions/Services	<p><b>PLANNED</b> Attend and or offer Technology Professional Learning for staff and parents.</p>	<p><b>ACTUAL</b> Some Mountain View and Chatom staff members attended the ETC! Conference and held Google Drive trainings internally at Mountain View</p>
Expenditures	<p><b>BUDGETED</b> for staff Supplemental and Concentration \$2,500</p>	<p><b>ESTIMATED ACTUAL</b> for staff Supplemental and Concentration \$320</p>

Action **7**

Actions/Services	<p><b>PLANNED</b> Redesign District website to be more informative and user friendly for parents and community.</p>	<p><b>ACTUAL</b> Redesign District website to be more informative, current and user friendly for parents and community.</p>
Expenditures	<p><b>BUDGETED</b> Supplemental and Concentration \$3,000</p>	<p><b>ESTIMATED ACTUAL</b> Supplemental and Concentration \$2,900</p>

**ANALYSIS**

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

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

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

All action items have been fully implemented with the exception of the action item related to redesigning the District website which is in progress. The first step of the process was to redesign the District logo and then design the website to reflect a similar style. This part of the process has been completed. The next stage is to select sample District designs to use as a model for the new website. This has also been completed and presented to David Boring Designs which is the company that is assisting the District on the project. The next step is for the web design team to meet with the Superintendent which will occur in June.

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

- Replacement of routers and switches has optimized internet speed at both sites.
- Utilizing technology more in the classroom has positively supported students in their typing skills, use of tools and research skills. In the past Chatom Elementary used to share one computer lab with all grade levels and now that 4th and 5th grade have their own classroom lab there is more time available for grades TK-3rd.
- Use of online interim assessments has been implemented at Chatom Elementary which further supports both academic achievement and experience utilizing technology.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Staff training costs were less than the budgeted expenditures because fewer staff members attended the training in 2016-2017 and technology training was offered on site instead of having to pay an external entity.

The infrastructure costs changed due to the amount of e-rate funds received through the Priority 2 grant allocation.

Staff salary costs are different due to salary increases.

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 LCFE Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No change has been made to this goal. It is a continued focus to incorporate technology in the classroom in a more consistent fashion.



# Stakeholder Engagement

LCAP Year

2017–18  2018–19  2019–20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

November 8, 2016 - Public Board Meeting

December 15, 2016 LCAP Advisory Meeting for review of 2016-2017 LCAP and initial discussion of 2017-2018 LCAP based on county training information shared and new template and rubric system.

The committee consisted of the following members:

- Superintendent
- Business Manager
- Middle School Teacher/ CUEA Site & Grievance Rep.
- Elementary School Teacher/ CUEA Co-President/ Negotiator
- Middle School Secretary/ CSEA Negotiator
- Elementary School Secretary & Data Services/ CSEA President/ Negotiator/ PTC Member
- Elementary & Middle School Parent/ Mountain View and Chatom School Site Council/ GATE/ PTC /ELAC Member
- Elementary & Middle School Parent/Chatom School Site Council/ PTC
- Chatom Elementary Principal
- Mountain View Middle School Principal
- Chatom Union Board of Trustees

January 4, 2017 Full Cabinet Meeting (Site Administrators, Food Service Director, Preschool Director, Business Manager and Transportation Supervisor)

January 31, 2017 Safety/ Climate Surveys were distributed. The survey was sent to all parents, certificated staff, classified staff and management.

All Certificated and Classified Union employees were given an LCAP survey for an opportunity to provide individual input on the development of the LCAP. The Certificated Union President and Classified Union President are members of the Local Control Accountability Plan Advisory Committee to further contribute ongoing input on behalf of each association.

January 31, 2017 Parent Advisory Committee/ DELAC/ ELAC Meeting

February 2, 2017 Student advisory meeting. A meeting was held at Mountain View Middle School with 7th and 8th grade students. The student committee consisted of Socioeconomic disadvantaged, English learners at varying levels of English proficiency, homeless and students of different ethnicity including African American, Mexican, Caucasian, Portuguese and Yemen.

February 28, 2017 Parent Advisory/ PTC meeting

March 7, 2017 Public Board Meeting

April 11, 2017 Public Board Meeting  
 April 25, 2017 - PTC/Parent Advisory Meeting  
 April 26, 2017 - Met with CSEA President  
 May 2, 2017 - Met with CUEA Certificated President  
 May 5, 2017 LCAP Advisory Committee Meeting  
 May 9, 2017 ELAC/DELAC Meeting  
 May 15, 2017 - Mountain View School Site Council Meeting  
 May 16, 2017 - Chatom Site Council Meeting  
 May 17, 2017 Attended the state budget meeting with the Business Manager  
 May 22, 2017 Communication letter was developed in both English and Spanish to be sent home with every child informing the public of the comment period May 22-26  
 May 22-26, 2017 Public Comment Period  
 May 30, 2017- LCAP Advisory Committee Meeting  
 June 13, 2017 - Public Board Meeting LCAP Hearing  
 June 27, 2017 Public Board Meeting LCAP Adoption

## IMPACT ON LCAP AND ANNUAL UPDATE

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

November 8, 2016 - Public Board Meeting - Reviewed current LCAP Goals and gave an update on the implementation level of the individual goals. Also reviewed possible changes that would occur with the adoption of the rubric system and new LCAP template.

December 15, 2016 LCAP Advisory Meeting for review of 2016-2017 LCAP and initial discussion of 2017-2018 LCAP based on county training information shared and new template and rubric system. The purpose of the meeting was to update stakeholders and discuss the progress being made on current goals.

The committee consisted of the following members:

- Superintendent
- Business Manager
- Middle School Teacher/ CUEA Site & Grievance Rep.
- Elementary School Teacher/ CUEA Co-President/ Negotiator
- Middle School Secretary/ CSEA Negotiator
- Elementary School Secretary & Data Services/ CSEA President/ Negotiator/ PTC Member
- Elementary & Middle School Parent/ Mountain View and Chatom School Site Council/ GATE/ PTC /ELAC Member
- Elementary & Middle School Parent/Chatom School Site Council/ PTC
- Chatom Elementary Principal
- Mountain View Middle School Principal
- Chatom Union Board of Trustees

January 4, 2017 Full Cabinet Meeting - LCAP update was given, feedback was received on current progress, State Priorities were reviewed and new rubric system was introduced.

January 31, 2017 Safety/ Climate Surveys were distributed. The survey was sent to all parents, certificated staff, classified staff and management. The survey asked questions regarding effectiveness of current programs and input or suggestions on ways to increase or improve services to students. The surveys were distributed at both sites on January 31, 2017-February 7, 2017.

All Certificated and Classified Union employees were given an LCAP survey for an opportunity to provide individual input on the development of the LCAP. The Certificated Union President and Classified Union President are members of the Local Control Accountability Plan Advisory Committee to further contribute ongoing input on behalf of each association.

The surveys were provided to all parents in both English and Spanish. The surveys were sent on a Tuesday in their weekly communication folder in order to reach as many parents as possible.

February 2, 2017 Student advisory meeting. A meeting was held at Mountain View Middle School with 7th and 8th grade students. The student committee consisted of Socioeconomic disadvantaged, English learners at varying levels of English proficiency, homeless and students of different ethnicity including African American, Mexican, Caucasian, Portuguese and Yemen. Students gave input on items they feel are most helpful to help them be successful in their current schooling, preparing for college and future careers. Their feedback was used to develop additional support indicated on goal 2 and goal 3 and to get feedback on what current support methods were being most effective.

February 28, 2017 Parent Advisory/ PTC meeting was held to seek input on the development of the 2017-2018 LCAP and to communicate information on the new state accountability system, California Dashboard. A powerpoint was presented which provided background on the new California Dashboard and how the LCAP and California Dashboard are linked together to monitor progress in all of the California State Priorities and be used in the ongoing review and development of LCAP goals. The information shared will help stakeholders understand the new dashboard system and help to understand the metric components within the LCAP.

March 7, 2017 Public Board Meeting A powerpoint was presented which provided background on the new California Dashboard and how the LCAP and California Dashboard are linked together to monitor progress in all of the California State Priorities and be used in the ongoing review and development of LCAP goals. The information shared will help stakeholders understand the new dashboard system and help to understand the metric components within the LCAP.

April 11, 2017 Public Board Meeting - All input received from parents, students and staff members was shared at the public Board Meeting. A full 13 page summary of all comments received from the LCAP/ Climate Surveys was presented. The input received will be utilized in the review and development of goals for the 2017-2018 LCAP.

April 25, 2017 - PTC/Parent Advisory Meeting. An overview of the LCAP draft was presented as an opportunity for additional input and comments. All comment cards submitted to the District Office will receive a written response by the Superintendent. The parents supported the draft and felt the additional math support was a priority. The math recommendation was recognized and written directly on the presented plan draft during the meeting. This information has been incorporated in the Professional learning listed in goal 1 and for individual site needs listed in goal 2.

April 26, 2017 - Met with CSEA President to share initial draft and get input. The items reviewed were the same items to be presented to the LCAP committee.

May 2, 2017 - Met with CUEA President to share initial draft and get input. The items reviewed were the same items to be presented to the LCAP committee.

May 5, 2017 LCAP Advisory Committee Meeting reviewed the input received, the initial draft of which services would be maintained. There will be another review on May 30 to determine if additional actions can be added or if actions need to be eliminated based on greatest need and availability of funds.

May 9, 2017 ELAC/DELAC Meeting - LCAP draft was reviewed and additional input and suggested considerations were shared and discussed. They were in agreement to the suggested items and supported the need for additional math support, tech devices, painting at Chatom and additional custodial/grounds time. This meeting provided another opportunity to seek input for any member who did not attend the last meeting. Their recommendations were recognized and written directly on the presented plan draft during the meeting. In addition to the LCAP goals their input was also considered in the development of the 2017-2018 Master Schedule.

May 15, 2017 - Mountain View School Site Council Meeting reviewed the site metrics and further discussed needs of the site and how they are aligned to the LCAP.

May 16, 2017 - Chatom Site Council Meeting reviewed the site metrics and further discussed needs of the site and how they are aligned to the LCAP. They supported the need for additional math support. Some of the suggestions included a math coach, math support teacher, math peer tutoring to be considered as site priorities with goal 2. They also gave input on how college presentations could be expanded to include more vocational skills and careers. This input is incorporated into goal 3 for presentations for colleges and careers.

May 17, 2017 Attended the state budget meeting with the Business Manager to determine the possible financial impact to the LCAP plan draft

May 22, 2017 Communication was developed in both English and Spanish to be sent home with every child informing the public of the comment period May 22-26

May 22-26, 2017 Public Comment Period

May 30, 2017- LCAP Advisory Committee Meeting as a second review of the draft. Additional considerations were prioritized in the event additional funding became available.

June 13, 2017 - Public Board Meeting LCAP Hearing will be held in order to review the content of the LCAP and provide an opportunity for additional public comments and input prior to adoption

June 27, 2017 Public Board Meeting LCAP Adoption. Upon Board approval, the plan will be submitted to the Stanislaus County office of Education, Furthermore, it will be posted online at the District, County and State websites.

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

New
  Modified
  Unchanged

### Goal 1

Schools will increase the conditions of learning through the use of CCSS aligned instructional materials, and highly qualified teachers in a clean and safe learning environment.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL Strategic Plan Belief 7 and Objective 1

Identified Need

Alignment and/or adoption of California Standards (CCSS) aligned materials, training on effective CCSS instruction, increase hands-on experiences, increase student safety and improve quality of facilities.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Local Indicator- Facility Inspection Tool	Local Indicator- Facility Inspection Tool	<ul style="list-style-type: none"> <li>Maintain 100% teachers meet HQT requirements</li> </ul>	<ul style="list-style-type: none"> <li>Maintain 100% teachers meet HQT requirements</li> </ul>	<ul style="list-style-type: none"> <li>Maintain 100% teachers meet HQT requirements</li> </ul>
Local Indicator - Sufficiency of Materials	Local Indicator - Sufficiency of Materials	<ul style="list-style-type: none"> <li>100% of teachers trained on CCSS in tangent with ELD Standards</li> </ul>	<ul style="list-style-type: none"> <li>100% of teachers trained on CCSS in tangent with ELD Standards</li> </ul>	<ul style="list-style-type: none"> <li>100% of teachers trained on CCSS in tangent with ELD Standards</li> </ul>
Local Indicator - Highly Qualified Staff properly assigned by credential	Local Indicator - Highly Qualified Staff properly assigned by credential	<ul style="list-style-type: none"> <li>Update inventory of CCSS instructional materials</li> </ul>	<ul style="list-style-type: none"> <li>Update inventory of CCSS instructional materials</li> </ul>	<ul style="list-style-type: none"> <li>Update inventory of CCSS instructional materials</li> </ul>
Local Indicator - Implementation of Standards	Local Indicator - Implementation of Standards	<ul style="list-style-type: none"> <li>Facility Inspection Tool (FIT) to increase one level or have a ranking of good or higher</li> </ul>	<ul style="list-style-type: none"> <li>Facility Inspection Tool (FIT) to increase one level or have a ranking of good or higher</li> </ul>	<ul style="list-style-type: none"> <li>Facility Inspection Tool (FIT) to increase one level or have a ranking of good or higher</li> </ul>
Study Trip or program to access a broad course of study, including unduplicated pupils and students with exceptional needs	Local Indicator - Implementation of ELA	<ul style="list-style-type: none"> <li>Local Indicator - Implementation of ELA</li> </ul>	<ul style="list-style-type: none"> <li>Local Indicator - Implementation of ELA</li> </ul>	<ul style="list-style-type: none"> <li>Local Indicator - Implementation of ELA</li> </ul>
	Chatom- 3	Chatom- 3	Chatom- 4	Chatom- 5
	Mountain View- 2	Mountain View- 3	Mountain View- 4	Mountain View- 5
	Local Indicator - Implementation of NGSS	<ul style="list-style-type: none"> <li>Local Indicator - Implementation of NGSS</li> </ul>	<ul style="list-style-type: none"> <li>Local Indicator - Implementation of NGSS</li> </ul>	<ul style="list-style-type: none"> <li>Local Indicator - Implementation of NGSS</li> </ul>
	Chatom- 2	Chatom- 3	Chatom- 4	Chatom- 5
	Mountain View- 2	Mountain View- 3	Mountain View- 4	Mountain View- 5
		<ul style="list-style-type: none"> <li>Meet all local indicators</li> </ul>	<ul style="list-style-type: none"> <li>Meet all local indicators</li> </ul>	<ul style="list-style-type: none"> <li>Meet all local indicators</li> </ul>

	Minimum of 1 Study Trip or Program per gradelevel	<ul style="list-style-type: none"> <li>Maintain a minimum of 1 study trip or program per grade level for direct hands-on experience</li> </ul>	<ul style="list-style-type: none"> <li>Maintain a minimum of 1 study trip or program per grade level for direct hands-on experience</li> </ul>	<ul style="list-style-type: none"> <li>Maintain a minimum of 1 study trip or program per grade level for direct hands-on experience</li> </ul>
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**PLANNED ACTIONS / SERVICES**

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

**Action 1**

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

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

OR

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

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

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Train staff on state content standards in tandem with ELD standards by attending local and county trainings and provide ongoing research based professional learning to support teachers in meeting the needs of students at varying academic levels and proficiency levels.

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

**BUDGETED EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$2,500	Amount	\$2,500	Amount	\$2,500
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Learning	Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Learning	Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Learning
Amount	\$10,000	Amount	\$10,000	Amount	\$10,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures New teacher induction	Budget Reference	5000-5999: Services And Other Operating Expenditures New teacher induction	Budget Reference	5000-5999: Services And Other Operating Expenditures New teacher induction
Amount	\$2,500	Amount	\$2,500	Amount	\$2,500
Source	Title III	Source	Title III	Source	Title III
Budget Reference	5000-5999: Services And Other Operating Expenditures EL Supplemental Professional Learning	Budget Reference	5000-5999: Services And Other Operating Expenditures EL Supplemental Professional Learning	Budget Reference	5000-5999: Services And Other Operating Expenditures EL Supplemental Professional Learning

Action **2**

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

Students to be Served

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

Location(s)

All Schools     Specific Schools:     Specific Grade spans:

OR

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

Students to be Served

English Learners     Foster Youth     Low Income

Scope of Services

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

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

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Increase real-life hands on student experiences thru study trips or programs for each grade level in order to provide access to a broad course of study for all students.

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$10,000
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Study Trips or Programs
Amount	\$5,000
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Outdoor Education

**2018-19**

Amount	\$10,000
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Study Trips or Programs
Amount	\$5,000
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Outdoor Education

**2019-20**

Amount	\$10,000
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Study Trips or Programs
Amount	\$5,000
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Outdoor Education

**Action 3**

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

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

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

OR

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



Students to be Served  English Learners  Foster Youth  Low Income

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

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

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Adopt new standards aligned materials and supplemental materials.

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$40,000

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies

**2018-19**

Amount \$40,000

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies

**2019-20**

Amount \$40,000

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies

Action **4**

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

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

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

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

[Scope of Services](#)

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

[Location\(s\)](#)

All Schools     Specific Schools:     Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New     Modified     Unchanged

**2018-19**

New     Modified     Unchanged

**2019-20**

New     Modified     Unchanged

Increase and improve facilities to ensure a safe and well maintained school environment.

**BUDGETED EXPENDITURES**

**2017-18**

Amount    \$30,000

Source    LCFF

Budget Reference    6000-6999: Capital Outlay  
LCFF

**2018-19**

Amount    \$30,000

Source    LCFF

Budget Reference    6000-6999: Capital Outlay  
LCFF

**2019-20**

Amount    \$30,000

Source    LCFF

Budget Reference    6000-6999: Capital Outlay  
LCFF

Action **5**

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

[Students to be Served](#)

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

[Location\(s\)](#)

All Schools     Specific Schools:     Specific Grade spans:

**OR**

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

[Students to be Served](#)

English Learners     Foster Youth     Low Income

[Scope of Services](#)

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

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

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Increase and improve services through highly trained staff, recruitment and career development.

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$94,153  
 Source Supplemental and Concentration  
 Budget Reference 1000-1999: Certificated Personnel Salaries

**2018-19**

Amount \$97,919  
 Source Supplemental and Concentration  
 Budget Reference 1000-1999: Certificated Personnel Salaries

**2019-20**

Amount \$101,836  
 Source Supplemental and Concentration  
 Budget Reference 1000-1999: Certificated Personnel Salaries

Action **6**

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

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

[Location\(s\)](#)  All Schools  Specific Schools: Chatom Elementary  Specific Grade spans: TK-2nd Grade

OR

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

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

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

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

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

Increase safety of TK-2 playground by replacing/repairing asphalt.

BUDGETED EXPENDITURES

**2017-18**

Amount \$100,000  
 Source LCFF  
 Budget Reference 6000-6999: Capital Outlay  
 LCFF

**2018-19**

Amount  
 Source  
 Budget Reference

**2019-20**

Amount  
 Source  
 Budget Reference

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

New
  Modified
  Unchanged

### Goal 2

Students' academic, language, social and emotional development will be strengthened through a broad scope of learning opportunities and appropriate instructional strategies and support.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL Strategic Plan Objectives 3 and 4, Single Plan for Student Achievement Goals and Title III goals.

Identified Need

Increase data analysis and monitoring of student progress, increase student achievement, grade level promotion and language proficiency.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Indicator - EL Proficiency  State Indicator - ELA Achievement  State Indicator - Math Achievement  State Physical Fitness Test (PFT)  API - NA  Chatom Union School District is a TK-8 grade District. High School metrics are not applicable.	State Indicator - EL Proficiency as measured by CELDT CUSD - Green increased 2.1% Chatom - Yellow Increased 3.1% Mountain View - Yellow Decreased 1.6% CELDT Data is listed on attachment Chatom EL Reclassification: 22 Students Mountain View Reclassification: 9 Students LTEL: 36 students  State Indicator - ELA Achievement CUSD - Yellow Maintained 5.6 Chatom - Yellow Increased 11.5 Mountain View - Yellow maintained 0.7	Evaluate student programs and instruction utilizing data reports to make instructional adjustments accordingly  Increase SBAC baseline data in both language arts and mathematics.  State Indicator - EL Proficiency as measured by CELDT CUSD - Green increase by 5% Chatom - Increase status to 67% Green Mountain View - Yellow maintained Decrease the number of LTEL by 5% Increase reclassification rate by 5%	Evaluate student programs and instruction utilizing data reports to make instructional adjustments accordingly  Increase SBAC baseline data in both language arts and mathematics.  State Indicator - EL Proficiency as measured by ELPAC (new Baseline set) Decrease the number of LTEL by 5% Increase reclassification rate by 5%  State Indicator - ELA Achievement CUSD - Yellow increase by 10	Evaluate student programs and instruction utilizing data reports to make instructional adjustments accordingly  Increase SBAC baseline data in both language arts and mathematics.  State Indicator - EL Proficiency as measured by ELPAC (new Targets set) Decrease the number of LTEL by 5% Increase reclassification rate by 5%  State Indicator - ELA Achievement CUSD - Increase to Green level

State Indicator - Math Achievement  
 CUSD - Orange Decreased - 50.7  
 Chatom - Yellow Maintained 42.8  
 Mountain View -Red Decreased 57.9

State Physical Fitness Test (PFT):  
 5th Grade: >60% in HFZ in 2 of 6 areas  
 7th Grade: >60% in HFZ in 4 of 6 areas

API - NA

Chatom Union School District is a TK-8 grade District. High School metrics are not applicable.

Additional baseline data is indicated on an attached data metrics and is posted on the website which includes a data comparison for the past three years in teacher qualifications, sufficiency of materials, facility inspections, enrollment, average daily attendance, chronic absenteeism, middle school dropout rate, suspensions, expulsions, state physical fitness testing, English Proficiency and a break down of SBAC scores by grade level and a complete comparison to all students tested within Stanislaus County.

State Indicator - ELA Achievement  
 CUSD - Yellow increase by 7  
 Chatom - Yellow Increase by 7  
 Mountain View - Yellow increase by 7  
 State Indicator - Math Achievement  
 CUSD - Increase by 5 to Yellow level  
 Chatom - Yellow increase by 5  
 Mountain View - Yellow-Increase status level to 5-25 below and maintain

State Physical Fitness Test (PFT):  
 5th Grade: >60% in HFZ in 4 of 6 areas  
 7th Grade: >60% in HFZ in 4 of 6 areas

API - NA

Chatom Union School District is a TK-8 grade District. High School metrics are not applicable.

Baseline data is indicated on an attached data metrics and is posted on the website which includes a data comparison for the past three years in teacher qualifications, sufficiency of materials, facility inspections, enrollment, average daily attendance, chronic absenteeism, middle school dropout rate, suspensions, expulsions, state physical fitness testing, Title III AMAO 1 and AMAO 2, and a break down of SBAC scores by grade level and a complete comparison to all students tested within Stanislaus County.

Chatom - Yellow Increase by 10  
 Mountain View - Yellow increase by 10  
 State Indicator - Math Achievement  
 CUSD - Yellow increase by 10  
 Chatom - Green maintained  
 Mountain View -Yellow increased by 5

State Physical Fitness Test (PFT):  
 5th Grade: >60% in HFZ in 5 of 6 areas  
 7th Grade: >60% in HFZ in 5 of 6 areas

NGSS Baseline set

API - NA

Chatom Union School District is a TK-8 grade District. High School metrics are not applicable.

Baseline data is indicated on an attached data metrics and is posted on the website which includes a data comparison for the past three years in teacher qualifications, sufficiency of materials, facility inspections, enrollment, average daily attendance, chronic absenteeism, middle school dropout rate, suspensions, expulsions, state physical fitness testing, Title III AMAO 1 and AMAO 2, and a break down of SBAC scores by grade level and a complete comparison to all students tested within Stanislaus County

Chatom - Increase to Green level  
 Mountain View - Increase to Green level  
 State Indicator - Math Achievement  
 CUSD - Increase status level to Green/  
 Med 5-25  
 Chatom - Green increased by 5  
 Mountain View -Green increase by 5

State Physical Fitness Test (PFT):  
 5th Grade: >60% in HFZ in 6 of 6 areas  
 7th Grade: >60% in HFZ in 6 of 6 areas

NGSS Targets set

API - NA

Chatom Union School District is a TK-8 grade District. High School metrics are not applicable.

Baseline data is indicated on an attached data metrics and is posted on the website which includes a data comparison for the past three years in teacher qualifications, sufficiency of materials, facility inspections, enrollment, average daily attendance, chronic absenteeism, middle school dropout rate, suspensions, expulsions, state physical fitness testing, Title III AMAO 1 and AMAO 2, and a break down of SBAC scores by grade level and a complete comparison to all students tested within Stanislaus County.

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Acquire and/ or maintain data systems to measure and monitor student progress at a deeper level and determine need to provide additional academic intervention program for students identified as long-term English learners or at risk of failure.

Utilize AERIES, Jupiter and STAR

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

BUDGETED EXPENDITURES

**2017-18**

Amount

**2018-19**

Amount

**2019-20**

Amount

Budget Reference	Cost of AERIES, Jupiter and STAR are already reflected in the plan.	Budget Reference	Cost of AERIES, Jupiter and STAR are already reflected in the plan.	Budget Reference	Cost of AERIES, Jupiter and STAR are already reflected in the plan.
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Action **2**

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

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

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

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain additional 1.5 FTE instructional support to at-risk students		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$77,250	Amount: \$79,568	Amount: \$81,955
Source: Supplemental and Concentration	Source: Supplemental and Concentration	Source: Supplemental and Concentration



Budget Reference	1000-1999: Certificated Personnel Salaries Foundations Teacher	Budget Reference	0001-0999: Unrestricted: Locally Defined Foundation Teacher	Budget Reference	1000-1999: Certificated Personnel Salaries Foundations Teacher
Amount	\$42,230	Amount	\$43,497	Amount	\$44,802
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Reading/Writing Support Teacher	Budget Reference	1000-1999: Certificated Personnel Salaries Reading/ Writing Support Teacher	Budget Reference	1000-1999: Certificated Personnel Salaries Reading/ Writing Support Teacher

**Action 3**

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

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

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

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

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

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

Increase instructional time to at-risk students by offering a Summer School Program

**BUDGETED EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$6,000	Amount	\$6,000	Amount	\$6,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Supplemental Materials	Budget Reference	4000-4999: Books And Supplies Supplemental Materials	Budget Reference	4000-4999: Books And Supplies Supplemental materials
Amount	\$16,500	Amount	\$16,500	Amount	\$16,500
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Teachers	Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Teachers	Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Teachers
Amount	\$2,500	Amount	\$2,500	Amount	\$2,500
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Instructional Support	Budget Reference	2000-2999: Classified Personnel Salaries Instructional Support	Budget Reference	2000-2999: Classified Personnel Salaries Instructional Support

Action **4**

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

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

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

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

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

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Increase instructional support to English Learners attaining language proficiency.

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$19,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Reading/ Writing Support Teacher
Amount	\$20,000
Source	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries Reading/ Writing Support Teacher

**2018-19**

Amount	\$19,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Reading/ Writing Support Teacher
Amount	\$20,000
Source	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries Reading/ Writing Support Teacher

**2019-20**

Amount	\$19,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Reading/ Writing Support Teacher
Amount	\$20,000
Source	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries Reading/ Writing Support Teacher

Action **5**

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

Students to be Served

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

Location(s)

All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

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

[Location\(s\)](#)

All Schools

Specific Schools:

Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Increase student achievement through goals identified at each site within the SPSA based on a needs assessment and evaluated by parent advisory groups.

Mountain View - Foundations program for instructional and language proficiency support and extended reading opportunities at varying academic levels. An added focus will be placed on mathematics to support staff and students for increased achievement in the area of math. \$118,800

Chatom Elementary - Increase student wellness and fitness through extended physical fitness program. \$46,284

**2018-19**

New  Modified  Unchanged

Increase student achievement through goals identified at each site within the SPSA based on a needs assessment and evaluated by parent advisory groups.

Mountain View - \$122,364  
Chatom Elementary - \$47,673

**2019-20**

New  Modified  Unchanged

Increase student achievement through goals identified at each site within the SPSA based on a needs assessment and evaluated by parent advisory groups.

Mountain View - \$126,035  
Chatom Elementary - \$49,103

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$55,035.99

Source Supplemental and Concentration

Budget Reference 2000-2999: Classified Personnel Salaries

Amount \$110,048.29

Source Supplemental and Concentration

Budget Reference 1000-1999: Certificated Personnel Salaries  
LCFF - Chatom Student Needs

**2018-19**

Amount \$56,687.07

Source Supplemental and Concentration

Budget Reference 2000-2999: Classified Personnel Salaries  
LCFF - Mountain View Student Needs

Amount \$113,349.74

Source Supplemental and Concentration

Budget Reference 1000-1999: Certificated Personnel Salaries  
LCFF - Chatom Student Needs

**2019-20**

Amount \$58,387.68

Source Supplemental and Concentration

Budget Reference 2000-2999: Classified Personnel Salaries  
LCFF - Mountain View Student Needs

Amount \$116,750.23

Source Supplemental and Concentration

Budget Reference 1000-1999: Certificated Personnel Salaries  
LCFF - Chatom Student Needs

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

New
  Modified
  Unchanged

### Goal 3

Parents and students will be engaged partners in the education of students and the development of character traits, safety and school connectedness.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL Strategic Plan Belief 4, 6, 8 and 9

Identified Need

Increase parent involvement, number of parent trainings and communication. Increase student average daily attendance and increase involvement in after-school programs.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Local Indicator - Parent Involvement State Indicator - Suspension Rate State Indicator - Chronic Absenteeism	Local Indicator - Parent Involvement Parenting Class Enrollment 30  State Indicator - Suspension Rate CUSD - Green decreased 1.6% Chatom- Yellow increased 3.1% Mountain View- Yellow decreased 1.6%  State Indicator - Chronic Absenteeism 2015-16 CUSD - 2.46% Chatom- 2.68% Mountain View- 2.01%  Expulsion Rate: Chatom: 0 Mountain View: 1	Local Indicator - Parent Involvement Parenting Class Enrollment 33  State Indicator - Suspension Rate CUSD - Green decreased 1.6% Chatom- Yellow increased 3.1% Mountain View- Yellow decreased 1.6%  State Indicator - Chronic Absenteeism CUSD - 2.44% Chatom- 2.66% Mountain View- 2.00%  Expulsion Rate: Chatom: Maintain 0 Mountain View: 0	Local Indicator - Parent Involvement Parenting Class Enrollment 36  State Indicator - Suspension Rate CUSD - Green decreased 1.6% Chatom- Yellow increased 3.1% Mountain View- Yellow decreased 1.6%  State Indicator - Chronic Absenteeism CUSD - 2.42% Chatom- 2.64% Mountain View- 1.99%  Expulsion Rate: Chatom: Maintain 0 Mountain View: Maintain 0	Local Indicator - Parent Involvement Parenting Class Enrollment 39  State Indicator - Suspension Rate CUSD - Green decreased 1.6% Chatom- Yellow increased 3.1% Mountain View- Yellow decreased 1.6%  State Indicator - Chronic Absenteeism CUSD - 2.40% Chatom- 2.62% Mountain View- 1.98%  Expulsion Rate: Chatom: Maintain 0 Mountain View: Maintain 0

	<p>Attendance Rate Chatom: 95.56% Attendance Rate Mountain View: 96.32%</p> <p>Middle School Dropout Rate: 0</p> <p>Chatom Union is a TK-8th grade District. High School metrics are not applicable.</p> <p>Additional baseline data is indicated on an attached data metrics and is posted on the website which includes a data comparison for the past three years in chronic absenteeism, middle school dropout rates, suspension rates, and expulsion rates.</p>	<ul style="list-style-type: none"> <li>• Increase parent involvement measured by sign-in sheets and training agendas.</li> <li>• Increase communication measured by phone communicator charts, AERIES and Jupiter usage charts.</li> <li>• ASES after-school attendance reports.</li> </ul> <p>Attendance Rate Chatom: 96.5% Attendance Rate Mountain View: 97.0%</p> <p>Middle School Dropout Rate: Maintain 0</p> <p>Chatom Union is a TK-8th grade District. High School metrics are not applicable.</p> <p>Baseline data is indicated on an attached data metrics and is posted on the website which includes a data comparison for the past three years in chronic absenteeism, middle school dropout rates, suspension rates, and expulsion rates.</p>	<ul style="list-style-type: none"> <li>• Increase parent involvement measured by sign-in sheets and training agendas.</li> <li>• Increase communication measured by phone communicator charts, AERIES and Jupiter usage charts.</li> <li>• ASES after-school attendance reports.</li> </ul> <p>Attendance Rate Chatom: 97.0% Attendance Rate Mountain View: 97.3%</p> <p>Middle School Dropout Rate: Maintain 0</p> <p>Chatom Union is a TK-8th grade District. High School metrics are not applicable.</p> <p>Baseline data is indicated on an attached data metrics and is posted on the website which includes a data comparison for the past three years in chronic absenteeism, middle school dropout rates, suspension rates, and expulsion rates.</p>	<ul style="list-style-type: none"> <li>• Increase parent involvement measured by sign-in sheets and training agendas.</li> <li>• Increase communication measured by phone communicator charts, AERIES and Jupiter usage charts.</li> <li>• ASES after-school attendance reports.</li> </ul> <p>Attendance Rate Chatom: 97.5% Attendance Rate Mountain View: 97.5%</p> <p>Middle School Dropout Rate: Maintain 0</p> <p>Chatom Union is a TK-8th grade District. High School metrics are not applicable.</p> <p>Baseline data is indicated on an attached data metrics and is posted on the website which includes a data comparison for the past three years in chronic absenteeism, middle school dropout rates, suspension rates, and expulsion rates.</p>
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**PLANNED ACTIONS / SERVICES**

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

Action **1**

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

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

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

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

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Increase parent academic classes and attendance (Classes, workshops, and trainings)		

**BUDGETED EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$5,000	Amount	\$5,000	Amount	\$5,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Parent Classes	Budget Reference	5000-5999: Services And Other Operating Expenditures Parent Classes	Budget Reference	5000-5999: Services And Other Operating Expenditures Parent Classes
Amount	2,000	Amount	2,000	Amount	2,000
Source	Title III	Source	Title III	Source	Title III
Budget Reference	5000-5999: Services And Other Operating Expenditures Family Literacy & Support Programs	Budget Reference	5000-5999: Services And Other Operating Expenditures Family Literacy & Support Programs	Budget Reference	5000-5999: Services And Other Operating Expenditures Family Literacy & Support Programs

Action **2**

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

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

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

OR

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

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

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

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

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

Increase home/school academic communication (AERIES Parent Portal & Parent Square and Facebook usage.)

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$11,090  
 Source Supplemental and Concentration  
 Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Parent Portal, Parent Square

**2018-19**

Amount \$11,090  
 Source Supplemental and Concentration  
 Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Parent Portal, Parent Square

**2019-20**

Amount \$11,090  
 Source Supplemental and Concentration  
 Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Parent Portal, Parent Square

Action **3**

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

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



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

OR

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

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

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

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

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Increase the number of guest speakers and presentations on the topics of college and careers.

Build school and career partnerships (SPIE)

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

**BUDGETED EXPENDITURES**

**2017-18**

**Amount** \$1,000  
**Source** Supplemental and Concentration  
**Budget Reference** 5800: Professional/Consulting Services And Operating Expenditures Presentations/ Guest Speakers

**2018-19**

**Amount** \$1,000  
**Source** Supplemental and Concentration  
**Budget Reference** 5800: Professional/Consulting Services And Operating Expenditures Presentations/ Guest Speakers

**2019-20**

**Amount** \$1,000  
**Source** Supplemental and Concentration  
**Budget Reference** 5800: Professional/Consulting Services And Operating Expenditures Presentations/ Guest Speakers

Action **4**

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

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

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

OR

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

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

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

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

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

Extend after-school programs and provide after-school transportation to increase participation

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$33,000

Source Supplemental and Concentration

Budget Reference 5700-5799: Transfers Of Direct Costs After-school Transportation

**2018-19**

Amount \$33,000

Source Supplemental and Concentration

Budget Reference 5700-5799: Transfers Of Direct Costs After-school Transportation

**2019-20**

Amount \$33,000

Source Supplemental and Concentration

Budget Reference 5700-5799: Transfers Of Direct Costs After-school Transportation

Action **5**

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

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

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

OR

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

Students to be Served

- English Learners     Foster Youth     Low Income

Scope of Services

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

Location(s)

- All Schools     Specific Schools:     Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

- New     Modified     Unchanged

Maintain increased counseling services from 5 hours a week to 10 hours a week to maintain safety and involvement where students are supported academically, socially, emotionally and develop positive healthy behaviors.

**2018-19**

- New     Modified     Unchanged

**2019-20**

- New     Modified     Unchanged

BUDGETED EXPENDITURES

**2017-18**

Amount	\$27,295
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Counseling

**2018-19**

Amount	\$28,114
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Counseling

**2019-20**

Amount	\$28,957
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Counseling

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

New
  Modified
  Unchanged

### Goal 4

Schools will utilize technology to support instruction, achievement and college and career readiness.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL Technology Plan, Single Plan for Student Achievement Goals and Infrastructure goals.

Identified Need

Improve infrastructure to support 100 mbps, update District website, increase the number of technology devices for staff and students and increase the amount of time students have access to the computer lab. Improve and increase the use of technology in tandem with the new state standards.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Local - Internet speed	3 MBPS	* Increase mbps indicated by speed test depending on the amount of routers and switches that are replaced. E-Rate Priority 2 funding will have a large impact on outcome.	* Increase mbps indicated by speed test depending on the amount of routers and switches that are replaced. E-Rate Priority 2 funding will have a large impact on outcome.	* Increase mbps indicated by speed test depending on the amount of routers and switches that are replaced. E-Rate Priority 2 funding will have a large impact on outcome.
Local - Technology devices available to students	1 computer lab at each site 1 laptop cart at Chatom Elementary with 20 devices	* Increased inventory and/or quality of tech devices for staff and students.  * Increase inventory of software aligned to support new state math and language arts standards.  * Maintain increased computer lab time of additional 10 hours.	* Increased inventory and/or quality of tech devices for staff and students.  * Increase inventory of software aligned to support new state math and language arts standards.  * Maintain increased computer lab time of additional 10 hours.	* Increased inventory and/or quality of tech devices for staff and students.  * Increase inventory of software aligned to support new state math and language arts standards.  * Maintain increased computer lab time of additional 10 hours.

\* Attendance of staff technology trainings to support site curriculum implementation.  
\* Completion of new CUSD web design and logo

\* Attendance of staff technology trainings to support site curriculum implementation.  
\* Completion of new CUSD web design and logo

\* Attendance of staff technology trainings to support site curriculum implementation.  
\* Completion of new CUSD web design and logo

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

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

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

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

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

Improve technology infrastructure including equipment and voice systems

**BUDGETED EXPENDITURES**

**2017-18**

**2018-19**

**2019-20**

Amount	\$26,500	Amount	\$26,500	Amount	\$26,500
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Equipment	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Equipment	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Equipment

Action **2**

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

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

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

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

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

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Increase or improve technology devices or equipment for students and staff

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

BUDGETED EXPENDITURES

**2017-18**

Amount \$27,500

**2018-19**

Amount \$27,500

**2019-20**

Amount \$27,500

Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Devices/ Equipment

Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Devices/ Equipment

Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Devices/ Equipment

**Action 3**

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

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

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

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

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

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

Increase or improve inventory software aligned to new math and language arts standards

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$3,000

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies

**2018-19**

Amount \$3,000

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies

**2019-20**

Amount \$3,000

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies

Supplemental Instruction Software

Supplemental Instruction Software

Supplemental Instruction Software

Action **4**

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

[Students to be Served](#)

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

[Location\(s\)](#)

All Schools  Specific Schools:  Specific Grade spans:

OR

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

[Students to be Served](#)

English Learners  Foster Youth  Low Income

[Scope of Services](#)

LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools  Specific Schools:  Specific Grade spans:

[ACTIONS/SERVICES](#)

**2017-18**

New  Modified  Unchanged

Maintain increased computer lab time of additional 10 hours

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

[BUDGETED EXPENDITURES](#)

**2017-18**

Amount	\$6,374
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Increased Computer Lab Hours

**2018-19**

Amount	\$6,565
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Increased Computer Lab Hours

**2019-20**

Amount	\$6,762
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Increased Computer Lab Hours



Action **5**

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

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

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

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

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

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

Increase use of technology within classroom instruction and projects

BUDGETED EXPENDITURES

**2017-18**

Amount 0

Budget Reference Funding already reflected in plan. No additional cost needed for implementation

**2018-19**

Amount 0

Budget Reference Funding already reflected in plan. No additional cost needed for implementation

**2019-20**

Amount 0

Budget Reference Funding already reflected in plan. No additional cost needed for implementation

Action **6**

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

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

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

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

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

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

Attend and or offer Technology Professional Learning

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$2,500
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Learning

**2018-19**

Amount	\$2,500
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Learning

**2019-20**

Amount	\$2,500
Source	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Learning

Action **7**

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

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

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

OR

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

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

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

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

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Redesign District website to be more informative, current and user friendly for parents and community

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$2,000
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Website Design

**2018-19**

Amount	\$2,000
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Website Design

**2019-20**

Amount	\$2,000
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Website Design

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year  2017–18  2018–19  2019–20

Estimated Supplemental and Concentration Grant Funds: \$974,703

Percentage to Increase or Improve Services: 20.84%

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](#)).

Unduplicated Counts :

Chatom Union School District: 85%

Chatom Elementary: 86%

Mountain View: 82%

In order to further support foster youth, low income students and English learners additional services, academic support and emotional support are provided. Services above and beyond those provided for all students include additional instructional support in reading, writing and mathematics. Additional counseling is provided for emotional, social, behavioral and academic support. Supplemental materials in reading, math and science are provided to support the implementation of the new state standards and increase academic achievement. Increased access and use of technology during school hours in addition to increased after-school support through tutoring and intervention are also provided. Professional learning topics for staff are carefully selected to focus on the grade span needs of our at-risk and English learner students.

Additional outreach to parents and community in order to build a stronger home/school connection and increase parent involvement of foster youth, low income students and English Learners. Expenditures include communication tools, workshops, academic classes, presenters and materials.

# Revised Local Control and Accountability Plan and Annual Update Template Instructions

## Addendum

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

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

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

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

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

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

## Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

## Plan Summary

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

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

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

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

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

## Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP. Minor typographical errors may be corrected.

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

## Annual Measurable Outcomes

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

## Actions/Services

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

## Analysis

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

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

## Stakeholder Engagement

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

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

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

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

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

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

## Goals, Actions, and Services

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

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

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

### **New, Modified, Unchanged**

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

### Goal

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

### Related State and/or Local Priorities

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

### Identified Need



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

### **Expected Annual Measurable Outcomes**

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

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

### **Planned Actions/Services**

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

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

##### **Students to be Served**

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

##### **Location(s)**

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

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

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

##### **Students to be Served**

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

##### **Scope of Service**

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

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

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

### Location(s)

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

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

### Actions/Services

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

#### **New/Modified/Unchanged:**

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

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

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

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

### Budgeted Expenditures

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

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

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

### Demonstration of Increased or Improved Services for Unduplicated Students

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

#### Estimated Supplemental and Concentration Grant Funds

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

#### Percentage to Increase or Improve Services

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

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

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

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

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

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

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

## State Priorities

**Priority 1: Basic Services** addresses the degree to which:

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

**Priority 2: Implementation of State Standards** addresses:

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

**Priority 3: Parental Involvement** addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Local Priorities** address:

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

## APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

## **APPENDIX B: GUIDING QUESTIONS**

### **Guiding Questions: Annual Review and Analysis**

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

### **Guiding Questions: Stakeholder Engagement**

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



## Guiding Questions: Goals, Actions, and Services

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

## LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	685,907.00	636,218.95	789,976.28	703,289.81	717,039.91	2,210,306.00
	46,000.00	50,677.00	0.00	0.00	0.00	0.00
LCFF	30,000.00	7,712.00	130,000.00	30,000.00	30,000.00	190,000.00
Supplemental and Concentration	589,907.00	557,829.95	635,476.28	648,789.81	662,539.91	1,946,806.00
Title III	20,000.00	20,000.00	24,500.00	24,500.00	24,500.00	73,500.00

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

<b>Total Expenditures by Object Type</b>						
<b>Object Type</b>	<b>2016-17 Annual Update Budgeted</b>	<b>2016-17 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	685,907.00	636,218.95	789,976.28	703,289.81	717,039.91	2,210,306.00
	685,907.00	636,218.95	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	0.00	0.00	0.00	79,568.00	0.00	79,568.00
1000-1999: Certificated Personnel Salaries	0.00	0.00	406,476.29	338,379.74	429,800.23	1,174,656.26
2000-2999: Classified Personnel Salaries	0.00	0.00	63,909.99	65,752.07	67,649.68	197,311.74
4000-4999: Books And Supplies	0.00	0.00	76,500.00	76,500.00	76,500.00	229,500.00
5000-5999: Services And Other Operating Expenditures	0.00	0.00	39,500.00	39,500.00	39,500.00	118,500.00
5700-5799: Transfers Of Direct Costs	0.00	0.00	33,000.00	33,000.00	33,000.00	99,000.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	40,590.00	40,590.00	40,590.00	121,770.00
6000-6999: Capital Outlay	0.00	0.00	130,000.00	30,000.00	30,000.00	190,000.00

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

<b>Total Expenditures by Object Type and Funding Source</b>							
<b>Object Type</b>	<b>Funding Source</b>	<b>2016-17 Annual Update Budgeted</b>	<b>2016-17 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	All Funding Sources	685,907.00	636,218.95	789,976.28	703,289.81	717,039.91	2,210,306.00
		46,000.00	50,677.00	0.00	0.00	0.00	0.00
	LCFF	30,000.00	7,712.00	0.00	0.00	0.00	0.00
	Supplemental and Concentration	589,907.00	557,829.95	0.00	0.00	0.00	0.00
	Title III	20,000.00	20,000.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Supplemental and Concentration	0.00	0.00	0.00	79,568.00	0.00	79,568.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	0.00	0.00	386,476.29	318,379.74	409,800.23	1,114,656.26
1000-1999: Certificated Personnel Salaries	Title III	0.00	0.00	20,000.00	20,000.00	20,000.00	60,000.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	0.00	0.00	63,909.99	65,752.07	67,649.68	197,311.74
4000-4999: Books And Supplies	Supplemental and Concentration	0.00	0.00	76,500.00	76,500.00	76,500.00	229,500.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	0.00	0.00	35,000.00	35,000.00	35,000.00	105,000.00
5000-5999: Services And Other Operating Expenditures	Title III	0.00	0.00	4,500.00	4,500.00	4,500.00	13,500.00
5700-5799: Transfers Of Direct Costs	Supplemental and Concentration	0.00	0.00	33,000.00	33,000.00	33,000.00	99,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	0.00	0.00	40,590.00	40,590.00	40,590.00	121,770.00
6000-6999: Capital Outlay	LCFF	0.00	0.00	130,000.00	30,000.00	30,000.00	190,000.00

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

**Total Expenditures by Goal**

<b>Goal</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
<b>Goal 1</b>	294,153.00	197,919.00	201,836.00	693,908.00
<b>Goal 2</b>	348,564.28	357,101.81	365,894.91	1,071,561.00
<b>Goal 3</b>	79,385.00	80,204.00	81,047.00	240,636.00
<b>Goal 4</b>	67,874.00	68,065.00	68,262.00	204,201.00

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

## Attachment – Data Metrics

Note: Chatom Union School District is a TK-8<sup>th</sup> grade District. High School metrics are not applicable.

	2013-2014	2014-2015	2015-2016	2016-2017	Comments:
Teacher Qualifications	100% meet HQT	100% meet HQT	100% meet HQT	100% meet HQT	All requirements met under SCOE audit of teacher assignments
Sufficiency of Materials	100% sufficient	100% sufficient	100% sufficient	100% sufficient	Audit completed under the Williams Act shows 100% compliance
Facility Inspection Overall summary of report	Chatom- Good Mountain View- Good	Chatom- Good Mountain View- Good	Chatom- Exemplary Mountain View- Good	Chatom- Exemplary Mountain View- Exemplary	Facilities inspected by the county at Chatom under the Williams Act
Enrollment	August 2013 Chatom- 442 Mountain View-206 District-648	August 2014 Chatom- 393 Mountain View- 195 District-588	August 28, 2015 Chatom- 411 Mountain View- 199 District-610	August 11, 2016 Chatom- 397 Mountain View- 208 District-605	August 2016 began with 605 students enrolled. As of April 5, 2017 there are 596 students enrolled. (A decrease of 9)
Average Daily Attendance	April 2014- Chatom-97.05% Mountain View- 96.46%	April 2015- Chatom- 96.75% Mountain View- 97.33%	April 2016- Chatom- 97.48% Mountain View-97.38%	April 2017 Chatom- 95.56% Mountain View-96.32%	Attendance motivation programs are in place at both school sites.
Chronic Absenteeism	Chatom- 2.05% Mountain View- 3.88% District- 2.63%	Chatom- 3.44% Mountain View- 2.07% District- 3.0%	Chatom- 2.68% Mountain View- 2.01% District- 2.46%	Chatom- ____% Mountain View- ____% District- ____%	Chronic absenteeism will be completed in June
Middle School Dropout Rate	0%	0%	0%	0%	
Discipline	<b>Expulsion:</b> Chatom-0 Mountain View-0 <b>Suspension:</b> Chatom-7.13% Mountain View-.87%	<b>Expulsion:</b> Chatom-0 Mountain View-1 <b>Suspension:</b> Chatom- 3.3% Mountain View-3.3%	<b>Expulsion:</b> Chatom-0 Mountain View-0 <b>Suspension:</b> Chatom- 2.2% Mountain View-2.1%	<b>Expulsion:</b> Chatom-0 Mountain View-1 <b>Suspension:</b> Chatom- <i>Pending</i> Mountain View- <i>Pending</i>	<ul style="list-style-type: none"> <li>Expulsions as of April 2017</li> <li>Suspensions are calculated at the end of the school year</li> </ul>
State Assessment Physical Fitness	5 <sup>th</sup> grade- Chatom >60% in HFZ in 5 of 6 7 <sup>th</sup> grade- Mt. View >60% in HFZ in 4 of 6	5 <sup>th</sup> grade- Chatom >60% in HFZ in 6 of 6 7 <sup>th</sup> grade- Mt. View >60% in HFZ in 4 of 6	5 <sup>th</sup> grade- Chatom >60% in HFZ -2 of 6 7 <sup>th</sup> grade- Mt. View >60% in HFZ – 4 of 6	5 <sup>th</sup> grade- Chatom >60% in HFZ - <i>Pending</i> 7 <sup>th</sup> grade- Mt. View >60% in HFZ - <i>Pending</i>	
Title III Data English Learners	AMAO 1- 56.2% AMAO 2 <5 years 13.5% AMAO 2 > 5 years 64.2%	AMAO 1- 60.1 % AMAO 2 <5 years 17.2% AMAO 2> 5 years 60%	AMAO 1- 60.7% AMAO 2 <5 years 18% AMAO 2> 5 years 60.3%	Dashboard ELPI Chatom – Yellow +3.1% MV- Yellow -1.6% CUSD – Green +2.1%	ELPI – CELDT Results Status= 2013-14 and 2014-15 Change= 2012-13 and 2013-14

**Attachment – Data Metrics**

Note: Chatom Union School District is a TK-8<sup>th</sup> grade District. High School metrics are not applicable.

**California Assessment of Performance and Progress (CAASPP)**

**SBAC English Language Arts**

**% Met or Exceeded State Standards**

Year	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
2013-2014	California State Assessment CST was suspended					
2014-2015	41 %	32 %	22 %	43 %	38 %	52 %
2015-2016	38 %	36 %	43 %	35 %	48 %	58 %

**SBAC Math**

**% Met or Exceeded State Standards**

Year	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
2013-2014	California State Assessment CST was suspended					
2014-2015	41 %	30 %	16 %	19 %	28 %	50 %
2015-2016	48 %	25 %	20 %	18 %	20 %	43 %

**CST Science**

**% Met or Exceeded State Standards**

Year	5 <sup>th</sup> Grade	8 <sup>th</sup> Grade
2013-2014	49 %	84 %
2014-2015	41 %	76 %
2015-2016	36 %	74 %

**2015-2016 District Base Data Comparison to Stanislaus County Average**

**SBAC English Language Arts**

**% Met or Exceeded State Standards**

Grade	3rd	4th	5th	6th	7th	8th
CUSD	38	36	43	35	48	58
Stanislaus	32	33	40	41	42	41

**SBAC Math**

**% Met or Exceeded State Standards**

Grade	3rd	4th	5th	6th	7th	8th
CUSD	48	25	20	18	20	43
Stanislaus	34	24	20	26	26	25

**Attachment – Data Metrics**

Note: Chatom Union School District is a TK-8<sup>th</sup> grade District. High School metrics are not applicable.



# District LCAP Expenditures By Funding Source

## Chatom Union Elementary School District

Proposed Expenditure	Object Code	Amount	Action
EIA		\$39,000.00	Maintain additional 1.5 FTE instructional support to at-risk students including English learners, foster youth and homeless.
Cost already reflected in the plan		\$0.00	Acquire data systems to measure and monitor student progress at a deeper level.
Cost of AERIES, Jupiter and STAR are already reflected in the plan.		\$0.00	Acquire and/ or maintain data systems to measure and monitor student progress at a deeper level and determine need to provide additional academic intervention program for students identified as long-term English learners or at risk of failure.Utilize AERIES, Jupiter and STAR
Funding already reflected in plan. No additional cost needed for implementation		\$0.00	Increase use of technology within classroom instruction and projects
Cost of AERIES, Jupiter and STAR are already reflected in the plan.		\$0.00	
Funding already reflected in plan. No additional cost needed for implementation		\$0.00	
Cost of AERIES, Jupiter and STAR are already reflected in the plan.		\$0.00	
Funding already reflected in plan. No additional cost needed for implementation		\$0.00	
		\$39,000.00	

### Funding Source:

Proposed Expenditure	Object Code	Amount	Action
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## Chatom Union Elementary School District

Discretionary Funds / Teacher Effectiveness Fund for Induction program for new teachers.	\$7,000.00	Train staff on state content standards in tandem with ELD standards by attending local and county trainings and provide ongoing research based professional learning to support teachers in meeting the needs of students at varying academic levels and proficiency levels.
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Total Expenditures: \$7,000.00

### Funding Source: LCFF

Proposed Expenditure	Object Code	Amount	Action
		\$30,000.00	Increase and improve facilities to ensure a safe and well maintained school environment.
LCFF	6000-6999: Capital Outlay	\$30,000.00	Increase and improve facilities to ensure a safe and well maintained school environment.
LCFF	6000-6999: Capital Outlay	\$100,000.00	Increase safety of TK-2 playground by replacing/repairing asphalt.
LCFF	6000-6999: Capital Outlay	\$30,000.00	
LCFF	6000-6999: Capital Outlay	\$30,000.00	

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LCFF Total Expenditures: \$220,000.00

### Funding Source: Supplemental and Concentration

Proposed Expenditure	Object Code	Amount	Action
SC Professional Learning		\$2,500.00	Train staff on state content standards in tandem with ELD standards by attending local and county trainings and provide ongoing research based professional learning to support teachers in meeting the needs of students at varying academic levels and proficiency levels.
Tk-5th grades and 7th-8th grades experiences		\$10,000.00	Increase real-life hands on student experiences thru study trips or programs for each grade level in order to provide access to a broad course of study for all students.

## Chatom Union Elementary School District

Outdoor Education	\$5,000.00	Increase real-life hands on student experiences thru study trips or programs for each grade level in order to provide access to a broad course of study for all students.
LCFF	\$50,000.00	Adopt new standards aligned materials and supplemental materials.
	\$90,532.00	Increase and improve services through highly trained staff, recruitment and career development.
	\$75,000.00	Maintain additional 1.5 FTE instructional support to at-risk students including English learners, foster youth and homeless.
	\$25,000.00	Increase instructional time to at-risk students by offering a Summer School Program
	\$19,000.00	Increase instructional support to English Learners attaining language proficiency.
at Mountain View	\$140,000.00	Increase student achievement through goals identified at each site within the SPSA based on a needs assessment and evaluated by parent advisory groups.Mountain View - Foundations program for instructional and language proficiency support and extended reading opportunities at varying academic levels.Chatom Elementary - Increase student wellness and fitness through extended physical fitness program.
at Chatom	\$46,000.00	Increase student achievement through goals identified at each site within the SPSA based on a needs assessment and evaluated by parent advisory groups.Mountain View - Foundations program for instructional and language proficiency support and extended reading opportunities at varying academic levels.Chatom Elementary - Increase student wellness and fitness through extended physical fitness program.
	\$5,000.00	Increase parent academic classes and attendance. (Classes, workshops and trainings.)
	\$8,375.00	Increase home/school academic communication. (AERIES Parent Portal & Blackboard telecommunication and Facebook usage.)
	\$1,000.00	Increase the number of guest speakers and presentations on the topics of college and careers.Build school and career partnerships (SPIE).
	\$33,000.00	Extend after-school programs and provide after-school transportation to increase participation.
	\$11,000.00	Increase counseling services from 5 hours a week to 10 hours a week to maintain safety and involvement where students are supported academically, socially, emotionally and develop positive healthy behaviors.

## Chatom Union Elementary School District

and Base network electronics.		\$26,500.00	Improve technology infrastructure to 100 mbps by replacing antiquated routers and switches
		\$27,500.00	Increase or improve technology devices or equipment for students and staff.
		\$3,000.00	Increase or improve inventory software aligned to new math and language arts standards.
		\$6,000.00	Maintain increased computer lab time of additional 10 hours.
for staff		\$2,500.00	Attend and or offer Technology Professional Learning for staff and parents.
		\$3,000.00	Redesign District website to be more informative and user friendly for parents and community.
Professional Learning	5000-5999: Services And Other Operating Expenditures	\$2,500.00	Train staff on state content standards in tandem with ELD standards by attending local and county trainings and provide ongoing research based professional learning to support teachers in meeting the needs of students at varying academic levels and proficiency levels.
.New teacher induction	5000-5999: Services And Other Operating Expenditures	\$10,000.00	Train staff on state content standards in tandem with ELD standards by attending local and county trainings and provide ongoing research based professional learning to support teachers in meeting the needs of students at varying academic levels and proficiency levels.
Study Trips or Programs	5000-5999: Services And Other Operating Expenditures	\$10,000.00	Increase real-life hands on student experiences thru study trips or programs for each grade level in order to provide access to a broad course of study for all students.
Outdoor Education	5000-5999: Services And Other Operating Expenditures	\$5,000.00	Increase real-life hands on student experiences thru study trips or programs for each grade level in order to provide access to a broad course of study for all students.
	4000-4999: Books And Supplies	\$40,000.00	Adopt new standards aligned materials and supplemental materials.
	1000-1999: Certificated Personnel Salaries	\$94,153.00	Increase and improve services through highly trained staff, recruitment and career development.
Foundations Teacher	1000-1999: Certificated Personnel Salaries	\$77,250.00	Maintain additional 1.5 FTE instructional support to at-risk students
Reading/Writing Support Teacher	1000-1999: Certificated Personnel Salaries	\$42,230.00	Maintain additional 1.5 FTE instructional support to at-risk students

## Chatom Union Elementary School District

Supplemental Materials	4000-4999: Books And Supplies	\$6,000.00	Increase instructional time to at-risk students by offering a Summer School Program
Certificated Teachers	1000-1999: Certificated Personnel Salaries	\$16,500.00	Increase instructional time to at-risk students by offering a Summer School Program
Instructional Support	2000-2999: Classified Personnel Salaries	\$2,500.00	Increase instructional time to at-risk students by offering a Summer School Program
Reading/ Writing Support Teacher	1000-1999: Certificated Personnel Salaries	\$19,000.00	Increase instructional support to English Learners attaining language proficiency.
	2000-2999: Classified Personnel Salaries	\$55,035.99	Increase student achievement through goals identified at each site within the SPSA based on a needs assessment and evaluated by parent advisory groups.Mountain View - Foundations program for instructional and language proficiency support and extended reading opportunities at varying academic levels. An added focus will be placed on mathematics to support staff and students for increased achievement in the area of math. \$118,800Chatom Elementary - Increase student wellness and fitness through extended physical fitness program. \$46,284
LCFF - Chatom Student Needs	1000-1999: Certificated Personnel Salaries	\$110,048.29	Increase student achievement through goals identified at each site within the SPSA based on a needs assessment and evaluated by parent advisory groups.Mountain View - Foundations program for instructional and language proficiency support and extended reading opportunities at varying academic levels. An added focus will be placed on mathematics to support staff and students for increased achievement in the area of math. \$118,800Chatom Elementary - Increase student wellness and fitness through extended physical fitness program. \$46,284
Parent Classes	5000-5999: Services And Other Operating Expenditures	\$5,000.00	Increase parent academic classes and attendance (Classes, workshops, and trainings)
Parent Portal, Parent Square	5800: Professional/Consulting Services And Operating Expenditures	\$11,090.00	Increase home/school academic communication (AERIES Parent Portal & Parent Square and Facebook usage.)
Presentations/ Guest Speakers	5800: Professional/Consulting Services And Operating Expenditures	\$1,000.00	Increase the number of guest speakers and presentations on the topics of college and careers.Build school and career partnerships (SPIE)
After-school Transportation	5700-5799: Transfers Of Direct Costs	\$33,000.00	Extend after-school programs and provide after-school transportation to increase participation
Counseling	1000-1999: Certificated Personnel Salaries	\$27,295.00	Maintain increased counseling services from 5 hours a week to 10 hours a week to maintain safety and involvement where students are supported academically, socially, emotionally and develop positive healthy behaviors.

## Chatom Union Elementary School District

Equipment	5800: Professional/Consulting Services And Operating Expenditures	\$26,500.00	Improve technology infrastructure including equipment and voice systems
Devices/ Equipment	4000-4999: Books And Supplies	\$27,500.00	Increase or improve technology devices or equipment for students and staff
Supplemental Instruction Software	4000-4999: Books And Supplies	\$3,000.00	Increase or improve inventory software aligned to new math and language arts standards
Increased Computer Lab Hours	2000-2999: Classified Personnel Salaries	\$6,374.00	Maintain increased computer lab time of additional 10 hours
Professional Learning	5000-5999: Services And Other Operating Expenditures	\$2,500.00	Attend and or offer Technology Professional Learning
Website Design	5800: Professional/Consulting Services And Operating Expenditures	\$2,000.00	Redesign District website to be more informative, current and user friendly for parents and community
Professional Learning	5000-5999: Services And Other Operating Expenditures	\$2,500.00	
New teacher induction	5000-5999: Services And Other Operating Expenditures	\$10,000.00	
Study Trips or Programs	5000-5999: Services And Other Operating Expenditures	\$10,000.00	
Outdoor Education	5000-5999: Services And Other Operating Expenditures	\$5,000.00	
	4000-4999: Books And Supplies	\$40,000.00	
	1000-1999: Certificated Personnel Salaries	\$97,919.00	
Foundation Teacher	0001-0999: Unrestricted: Locally Defined	\$79,568.00	

## Chatom Union Elementary School District

Reading/ Writing Support Teacher	1000-1999: Certificated Personnel Salaries	\$43,497.00	
Supplemental Materials	4000-4999: Books And Supplies	\$6,000.00	
Certificated Teachers	1000-1999: Certificated Personnel Salaries	\$16,500.00	
Instructional Support	2000-2999: Classified Personnel Salaries	\$2,500.00	
Reading/ Writing Support Teacher	1000-1999: Certificated Personnel Salaries	\$19,000.00	
LCFF - Mountain View Student Needs	2000-2999: Classified Personnel Salaries	\$56,687.07	Increase student achievement through goals identified at each site within the SPSA based on a needs assessment and evaluated by parent advisory groups.Mountain View - \$122,364Chatom Elementary - \$47,673
LCFF - Chatom Student Needs	1000-1999: Certificated Personnel Salaries	\$113,349.74	Increase student achievement through goals identified at each site within the SPSA based on a needs assessment and evaluated by parent advisory groups.Mountain View - \$122,364Chatom Elementary - \$47,673
Parent Classes	5000-5999: Services And Other Operating Expenditures	\$5,000.00	
Parent Portal, Parent Square	5800: Professional/Consulting Services And Operating Expenditures	\$11,090.00	
Presentations/ Guest Speakers	5800: Professional/Consulting Services And Operating Expenditures	\$1,000.00	
After-school Transportation	5700-5799: Transfers Of Direct Costs	\$33,000.00	
Counseling	1000-1999: Certificated Personnel Salaries	\$28,114.00	
Equipment	5800: Professional/Consulting Services And Operating Expenditures	\$26,500.00	

## Chatom Union Elementary School District

Devices/ Equipment	4000-4999: Books And Supplies	\$27,500.00
Supplemental Instruction Software	4000-4999: Books And Supplies	\$3,000.00
Increased Computer Lab Hours	2000-2999: Classified Personnel Salaries	\$6,565.00
Professional Learning	5000-5999: Services And Other Operating Expenditures	\$2,500.00
Website Design	5800: Professional/Consulting Services And Operating Expenditures	\$2,000.00
Professional Learning	5000-5999: Services And Other Operating Expenditures	\$2,500.00
New teacher induction	5000-5999: Services And Other Operating Expenditures	\$10,000.00
Study Trips or Programs	5000-5999: Services And Other Operating Expenditures	\$10,000.00
Outdoor Education	5000-5999: Services And Other Operating Expenditures	\$5,000.00
	4000-4999: Books And Supplies	\$40,000.00
	1000-1999: Certificated Personnel Salaries	\$101,836.00
Foundations Teacher	1000-1999: Certificated Personnel Salaries	\$81,955.00
Reading/ Writing Support Teacher	1000-1999: Certificated Personnel Salaries	\$44,802.00
Supplemental materials	4000-4999: Books And Supplies	\$6,000.00



## Chatom Union Elementary School District

Certificated Teachers	1000-1999: Certificated Personnel Salaries	\$16,500.00	
Instructional Support	2000-2999: Classified Personnel Salaries	\$2,500.00	
Reading/ Writing Support Teacher	1000-1999: Certificated Personnel Salaries	\$19,000.00	
LCFF - Mountain View Student Needs	2000-2999: Classified Personnel Salaries	\$58,387.68	Increase student achievement through goals identified at each site within the SPSA based on a needs assessment and evaluated by parent advisory groups.Mountain View - \$126,035Chatom Elementary - \$49,103
LCFF - Chatom Student Needs	1000-1999: Certificated Personnel Salaries	\$116,750.23	Increase student achievement through goals identified at each site within the SPSA based on a needs assessment and evaluated by parent advisory groups.Mountain View - \$126,035Chatom Elementary - \$49,103
Parent Classes	5000-5999: Services And Other Operating Expenditures	\$5,000.00	
Parent Portal, Parent Square	5800: Professional/Consulting Services And Operating Expenditures	\$11,090.00	
Presentations/ Guest Speakers	5800: Professional/Consulting Services And Operating Expenditures	\$1,000.00	
After-school Transportation	5700-5799: Transfers Of Direct Costs	\$33,000.00	
Counseling	1000-1999: Certificated Personnel Salaries	\$28,957.00	
Equipment	5800: Professional/Consulting Services And Operating Expenditures	\$26,500.00	
Devices/ Equipment	4000-4999: Books And Supplies	\$27,500.00	
Supplemental Instruction Software	4000-4999: Books And Supplies	\$3,000.00	

## Chatom Union Elementary School District

Increased Computer Lab Hours	2000-2999: Classified Personnel Salaries	\$6,762.00
Professional Learning	5000-5999: Services And Other Operating Expenditures	\$2,500.00
Website Design	5800: Professional/Consulting Services And Operating Expenditures	\$2,000.00
Supplemental and Concentration Total Expenditures:		\$2,536,713.00

### Funding Source: Title III

Proposed Expenditure	Object Code	Amount	Action
		\$20,000.00	Increase instructional support to English Learners attaining language proficiency.
EL Supplemental Professional Learning	5000-5999: Services And Other Operating Expenditures	\$2,500.00	Train staff on state content standards in tandem with ELD standards by attending local and county trainings and provide ongoing research based professional learning to support teachers in meeting the needs of students at varying academic levels and proficiency levels.
Reading/ Writing Support Teacher	1000-1999: Certificated Personnel Salaries	\$20,000.00	Increase instructional support to English Learners attaining language proficiency.
Family Literacy & Support Programs	5000-5999: Services And Other Operating Expenditures	\$2,000.00	Increase parent academic classes and attendance (Classes, workshops, and trainings)
EL Supplemental Professional Learning	5000-5999: Services And Other Operating Expenditures	\$2,500.00	
Reading/ Writing Support Teacher	1000-1999: Certificated Personnel Salaries	\$20,000.00	
Family Literacy & Support Programs	5000-5999: Services And Other Operating Expenditures	\$2,000.00	
EL Supplemental Professional Learning	5000-5999: Services And Other Operating Expenditures	\$2,500.00	

## Chatom Union Elementary School District

Reading/ Writing Support Teacher	1000-1999: Certificated Personnel Salaries	\$20,000.00
Family Literacy & Support Programs	5000-5999: Services And Other Operating Expenditures	\$2,000.00
Title III Total Expenditures:		\$93,500.00
Chatom Union Elementary School District Total Expenditures:		\$2,896,213.00