

LCFF Budget Overview for Parents

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

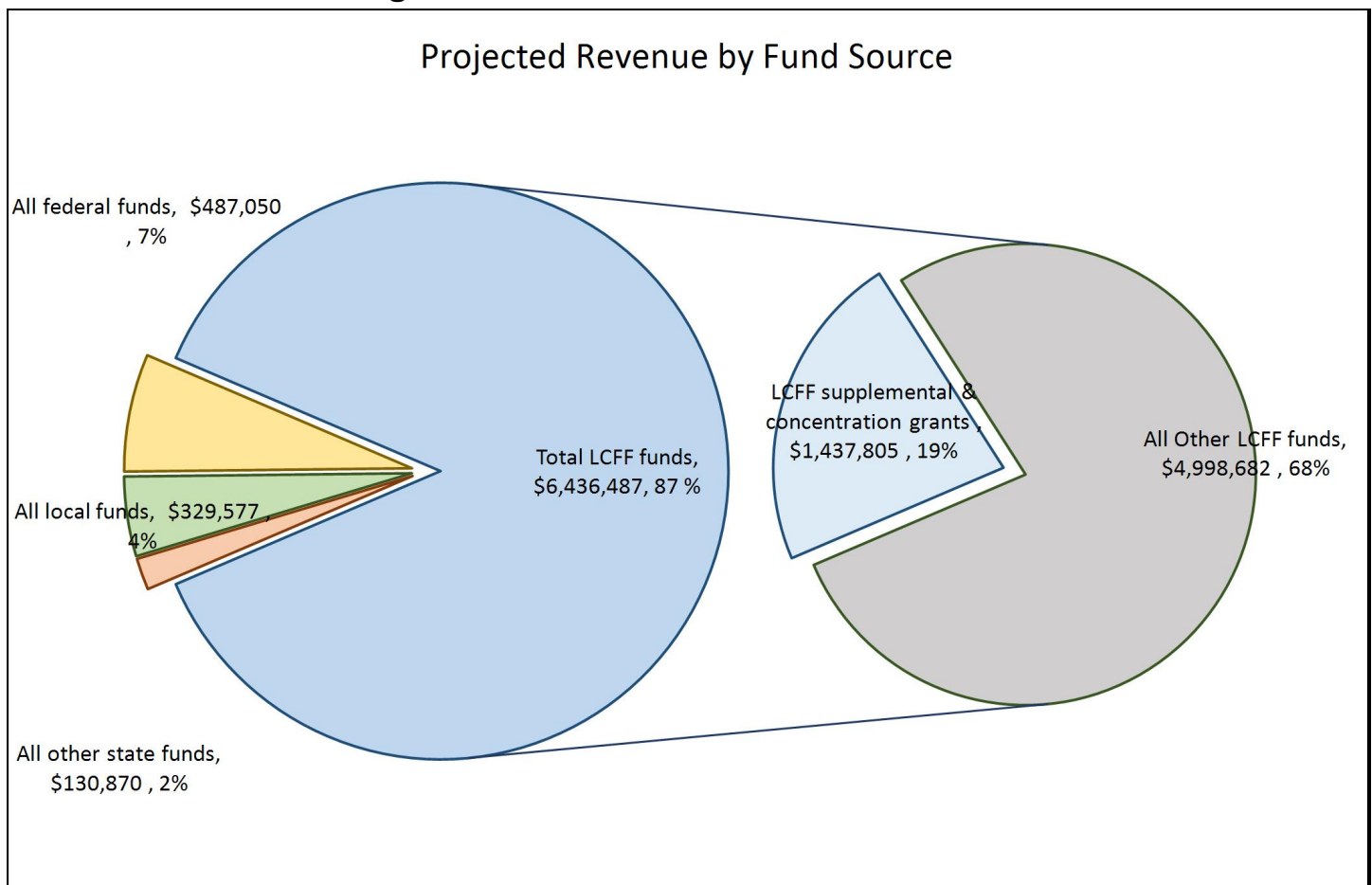
CDS Code: 50-71050

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

LEA contact information: Cherise Olvera, Superintendent

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

Budget Overview for the 2019-20 LCAP Year

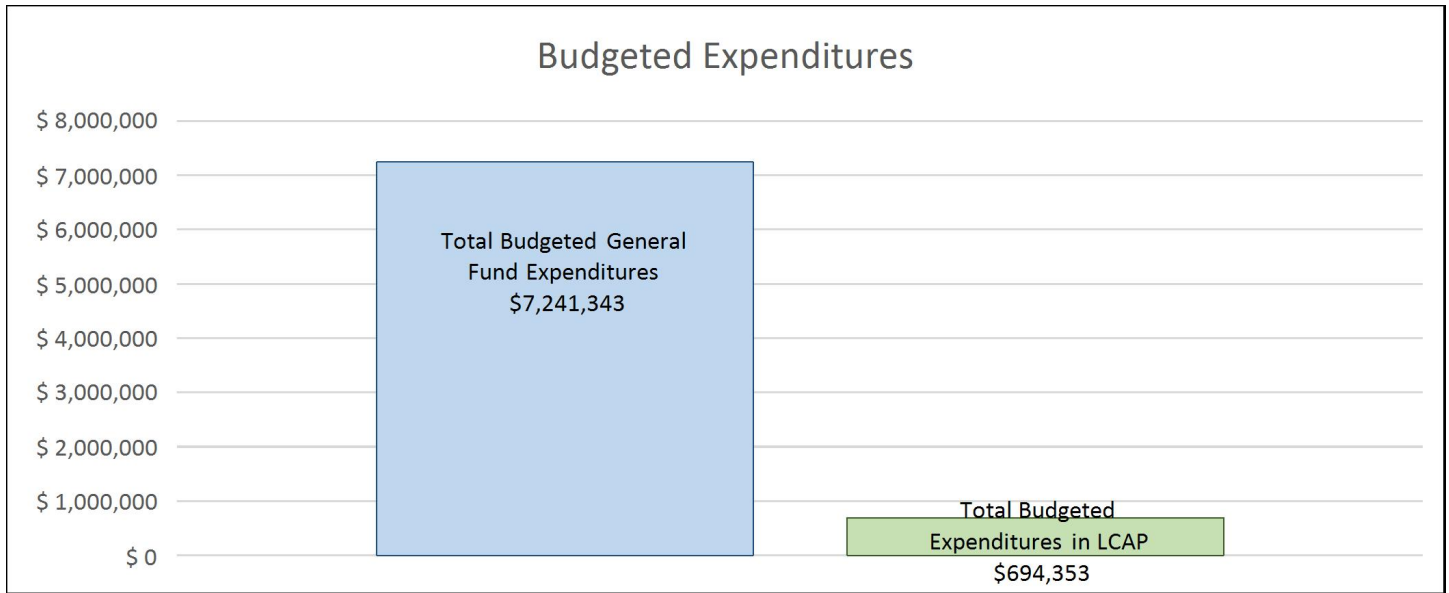


This chart shows the total general purpose revenue Chatom Union School District expects to receive in the coming year from all sources.

The total revenue projected for Chatom Union School District is \$7,383,984, of which \$6,436,487 is Local Control Funding Formula (LCFF), \$130,870 is other state funds, \$329,577 is local funds, and \$487,050 is federal funds. Of the \$6,436,487 in LCFF Funds, \$1,437,805 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

Chatom Union School District plans to spend \$7,241,343 for the 2019-20 school year. Of that amount, \$694,353 is tied to actions/services in the LCAP and \$6,546,990 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The other General Fund expenditures include: certificated and classified salaries and benefits, facilities, supplies, services and contributions to restricted programs.

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

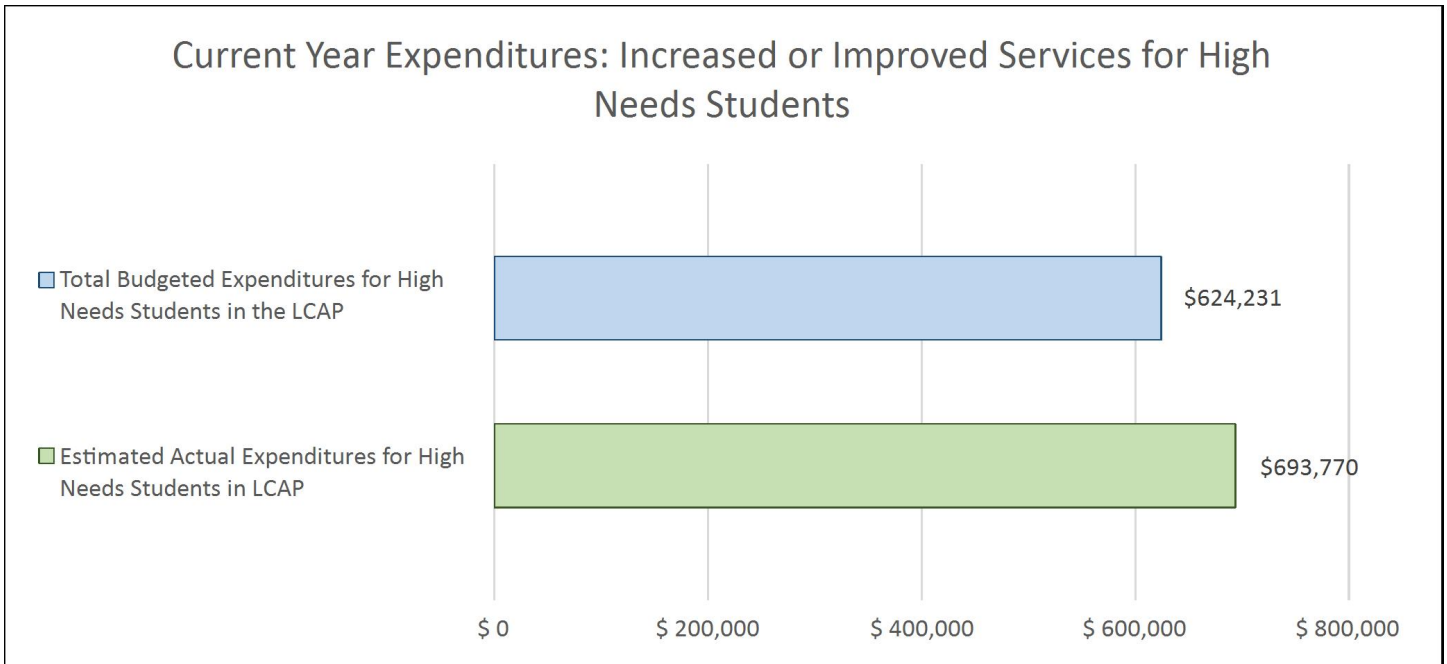
In 2019-20, Chatom Union School District is projecting it will receive \$1,437,805 based on the enrollment of foster youth, English learner, and low-income students. Chatom Union School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Chatom Union School District plans to spend \$635,853 on actions to meet this requirement.

The additional improved services described in the LCAP include the following:

The services include academic support through an intensive instructional support teacher in reading and writing. Additional counseling to provide additional emotional, social and behavioral support. Increased access and use of technology during school hours and after-school support through tutoring and intervention. Professional learning topics for staff are carefully selected to focus on the grade-span needs for high needs students.

LCFF Budget Overview for Parents

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



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

In 2018-19, Chatom Union School District's LCAP budgeted \$624,231 for planned actions to increase or improve services for high needs students. Chatom Union School District estimates that it will actually spend \$693,770 for actions to increase or improve services for high needs students in 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)

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

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

2017-20 Plan Summary

The Story

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 2019 there are 598 students enrolled in the District with 96.12% average daily attendance. The student population consists of 44.14% English learners, 79.43% free and reduced program participants, 6.35% homeless and 0.33% 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 club, math club, choir, drama, computer science, art, dance, volleyball club, basketball clinics, intramural sports 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 adopted Study Sync in 2017-2018. The Mountain View 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. Both school sites have been working with Stanislaus County Office of Education on the NGSS review process. The goal is to pilot the top two publishers in 2019-2020 for possible adoption in 2020.

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. These additional services support at-risk students in their self esteem, anger, social skills, and coping mechanisms on how to deal with external stress factors in order to better focus on their academic performance and increase attendance and overall academic achievement. The District will also be working with Stanislaus County Health Preventative Early Intervention beginning in Fall 2019 to provide further emotion, social and mental support to students. This will be a three-year partnership as part of a grant awarded to the District. Both sites have also participated in PBIS Year 1 to promote positive student behavior District-wide.

Review of Performance

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

Greatest Progress

The District made a lot of progress in 2017-2018. The California Dashboard shows an increase in all indicators. Last year the District qualified for Differentiated Assistance due to the academic indicator for students with disabilities (SWD) and the suspension indicator for students with disabilities. The suspension rate for students with disabilities improved to a yellow performance level. The academic indicator for SWD ELA increased 61.4 points and the SWD mathematics indicator increased 54.5 points. The District exited Differentiated Assistance in 2018-2019. Although academic progress has been made for students with disabilities, we recognize that this needs to continue to be an area of focus because it is still in the orange performance category.

The District has also made a lot of progress related to goal four of the LCAP which focuses on the area of technology. Technology began as an area of great need for the Chatom Union School District and in order to address this need a separate goal was established to focus on infrastructure, devices, and implementation to support student instruction, achievement and college and career readiness. The District is very proud of the increased technology infrastructure and devices available to students. This has been a long process for the District to not only build capacity in the number of devices available to students but to also build and expand the infrastructure to support the purchasing of devices. The District began with three T-1 lines at one site and one and a half T-1

lines at the Middle School which limited access to the internet and did not allow for any video based learning because the internet speed was too slow . Prior to the implementation of the LCAP, there was only one computer lab with thirty-two systems at each site which limited the amount of time and access students had to technology. We have since expanded our internet speed 3 to 100 MBPS and have added wireless points throughout campus to support multiple laptop carts at each site. 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 has had a positive impact on all students because grades 4th-8th now have carts in their classroom and 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 for optimal student usage and will continue to include technology in the budget to replace the devices as they age. Ten new staff laptops, 72 student chromebooks and one additional charging cart was purchased in the 2018-2019 school year. Additional devices will be ordered utilizing a generous donation from the Local Warriors Club. The improved infrastructure and use of systems has also had a positive impact on the newly adopted curriculum at Mountain View allowing them to implement a blended ELA curricular program which incorporates technology. In addition to the regular usage in the classroom, technology is also being used in after-school coding programs and intervention programs.

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

Greatest Needs

There are two areas of need impacting two subgroups identified by a state indicator for which the overall performance level was orange.

The first is to provide additional support to homeless students in the areas of chronic absenteeism and the number of suspensions. Both of these indicators are orange for the homeless subgroup. In addition to creating incentives for regular attendance, the sites will increase communication with the families and students to gain a better understanding of the reason behind the absences and how the sites can provide additional support. The number of suspensions decreased by 6.9% in 2018. The District will continue to explore alternate forms of corrective action and intervention. The District will also continue year 2 of the PBIS training as part of the Cohort 2 Multiple Tier System of Support (MTSS) grant of \$25,000. The MTSS focus is to develop and implement a plan to support and improve student behavior and learning. Members of the Stanislaus County Office of Education (SCOE) have supported the District in this important work to improve student behavior. The District has also contracted with SCOE to provide a series of staff professional learning in the areas of positive behavior support, behavior management, coping skills, manage emotions, deescalation, redirection and instructional strategies.

English Language Arts and Mathematics for students with disabilities (SWD) has also been identified as a great need based upon the orange performance level on the California Dashboard for each of these areas. Although the current level is orange, progress is being made in both of these areas. Students with disabilities increased 61.4 points in ELA and increased 54.5 points in mathematics in

2018. Both sites will continue to address this need through local Professional Learning involving academic practice and inclusive practices.

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

Performance Gaps

The Chatom Union School District had one state indicator for which performance was two levels below the all students performance level. The Homeless subgroup was orange and the "all student" group was green for the chronic absenteeism indicator. The LEA is planning to review the current distribution of attendance letters, increase communication with families to see what additional support may be needed, provide incentives and work more closely with the county SARB process if needed.

Comprehensive Support and Improvement

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

Schools Identified

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

No schools within the LEA were identified for CSI.

Support for Identified Schools

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

No schools within the LEA were identified for CSI.

Monitoring and Evaluating Effectiveness

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

No schools within the LEA were identified for CSI.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 1

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 Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities: Strategic Plan Belief 7 and Objective 1

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Local Indicator- Facility Inspection Tool</p> <p>Local Indicator - Sufficiency of Materials</p> <p>Local Indicator - Highly Qualified Staff properly assigned by credential</p> <p>Local Indicator - Implementation of Standards</p> <p>Study Trip or program to access a broad course of study, including unduplicated pupils and students with exceptional needs</p>	<ul style="list-style-type: none"> • 100% teachers meet HQT requirements • 96% of teachers trained on CCSS in tangent with ELD Standards • Update inventory of CCSS instructional materials • Facility Inspection Tool (FIT) to increase one level or have a ranking of good or higher <p>Chatom Ranking - Good</p> <p>Mountain View Ranking - Good</p> <ul style="list-style-type: none"> • Local Indicator - Implementation of ELA <p>Chatom- 4</p> <p>Mountain View- 4</p> <ul style="list-style-type: none"> • Local Indicator - Implementation of NGSS

Expected

18-19

- Maintain 100% teachers meet HQT requirements
- 100% of teachers trained on CCSS in tangent with ELD Standards
- Update inventory of CCSS instructional materials
- Facility Inspection Tool (FIT) to increase one level or have a ranking of good or higher
- Local Indicator - Implementation of ELA

Chatom- 4

Mountain View- 4

- Local Indicator - Implementation of NGSS

Chatom- 4

Mountain View- 4

- Meet all local indicators
- Maintain a minimum of 1 study trip or program per grade level for direct hands-on experience

Baseline

Local Indicator- Facility Inspection Tool

Chatom - Exemplary

Mountain View - Exemplary

Local Indicator - Sufficiency of Materials

Chatom- 100%

Mountain View - 100%

Local Indicator - Highly Qualified Staff properly assigned by credential

Chatom - 100%

Mountain View - 100%

Local Indicator - Implementation of ELA

Chatom- 3

Mountain View- 2

Local Indicator - Implementation of NGSS

Chatom- 2

Mountain View- 2

Minimum of 1 Study Trip or Program per gradelevel

Actual

Chatom- 2

Mountain View- 2

- Met all local indicators
- A minimum of 1 study trip or program per grade level for direct hands-on experience was maintained.

Kindergarten - Children's Museum of Stockton & R.A.M. Farms

1st Grade - Fresno Chafee Zoo

2nd Grade - Knights Ferry

3rd Grade - Monterey Bay Aquarium

4th Grade - Columbia State Park & Walk-thru California

5th Grade - GalloTheatre (Hands-On Science) & Walk-thru American Revolution

6th Grade - Outdoor Education

7th Grade - UC Merced & Renaissance Day

8th Grade - Levi Stadium STEM Day

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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>Chatom will focus on mathematics for 2018-2019 with professional learning support from SCOE. Mountain View will focus on ELA/ELD for 2018-2019 with professional learning from SJCOE.</p>	<p>100% of teachers participate in local Professional Learning (PL) every other Wednesday for ongoing support on the state standards and ELD.</p> <p>Mountain View teachers received training in the newly adopted Study Sync program from San Joaquin County Office of Education.</p> <p>Chatom Elementary received 8 additional days of math support by the Stanislaus County Office of Education as part of the Chatom Differentiated Assistance (DA) Plan. The training also included support for students with disabilities and math walks at both Chatom Elementary and Mountain View.</p> <p>Some of the additional trainings attended at the county level included: Grade-Alike Science, Mathcon, Counselor training, CAST Academy, Science with Math Integration, NGSS Middle School network, math fluency and EL Roadmap.</p> <p>Professional Learning also included Art Integration</p>	<p>Professional Learning 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,500</p> <p>New teacher induction 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,000</p> <p>EL Supplemental Professional Learning 5000-5999: Services And Other Operating Expenditures Title III \$2,500</p>	<p>Professional Learning 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$ 925</p> <p>New Teacher Induction 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$ 9,581.97</p> <p>EL Supplemental Professional Learning 5000-5999: Services And Other Operating Expenditures Title III \$ 160</p>



In addition to teaching staff, seven para-educators attended a training on differentiating instruction and minimizing disruptive behavior and two para-educators attended Number Talks Training.

Two new teachers participated in the SCOE Induction Program.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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>A minimum of 1 study trip or program for direct hands-on experience occurred at each grade level.</p> <p>Transitional Kdg - Hilmar Cheese Kindergarten - Children's Museum of Stockton & R.A.M. Farms 1st Grade - Fresno Chafee Zoo 2nd Grade - Knights Ferry 3rd Grade - Monterey Bay Aquarium 4th Grade - Columbia State Park & Walk-thru California 5th Grade - GalloTheatre (Hands-On Science) & Walk-thru American Revolution 6th Grade - Outdoor Education 7th Grade - UC Merced & Renaissance Day 8th Grade - Levi Stadium STEM Day</p>	<p>Study Trips or Programs 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,000</p> <p>Outdoor Education 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5,000</p>	<p>Study Trips or Programs 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$10,000</p> <p>Outdoor Education 5000-5999: Services And Other Operating Expenditures Lottery \$ 5,000</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Adopt new standards aligned materials and supplemental materials.</p>	<p>Standard Adoptions include Study Sync and Benchmark for English Language Arts and Eureka Math for Mathematics.</p> <p>Both school sites are in the process of reviewing the new NGSS Science materials for possible adoption in 2019-2020.</p> <p>In addition to the core curriculum, supplemental items have been purchased to support students needs. Some of the items include; math manipulatives, reading support, magnetic letters, additional striving readers library, Green Ninja and Accelerated Reader Program.</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$40,000</p>	<p>Standard Aligned Materials and Supplemental Materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$ 40,000</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Increase and improve facilities to ensure a safe and well maintained school environment</p>	<p>Replaced dry rot on Chatom Elementary cafeteria. (\$18,003)</p> <p>Currently accepting bids to paint Chatom Elementary in June in order to seal raw wood and and help preserve facilities. (Deferred Maintenance \$109,000)</p> <p>Replacing carpet in 7 classrooms. (\$56,000 Deferred Maintenance)</p>	<p>LCFF 6000-6999: Capital Outlay LCFF \$30,000</p>	<p>Improve Facilities 6000-6999: Capital Outlay LCFF \$18,003</p> <p>Improve Facilities 6000-6999: Capital Outlay Other \$ 288,380</p>

	<p>Cafeteria freezer (\$18,380 Deferred Maintenance)</p> <p>Classroom ramps (\$25,000 Capital Facilities)</p> <p>Also working on furnace which may need to be replaced 2018-19 or 2019-20 (Capital Facilities \$80,000)</p>
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Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase and improve services through highly trained staff, recruitment and career development.	Revised the salary schedule columns and will provide a salary increase in attempt to promote and retain highly qualified staff.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$97,919	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$ 97,919

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase safety of TK-2 playground by replacing/repairing asphalt if it is not completed by June 30, 2018 then it will roll to the 2018-2019 school year.	Replaced the asphalt on the TK-2 playground. The project began in June 2018 but wasn't completed until July 2019 which carried the budget into the 2018-2019 school year.	LCFF 6000-6999: Capital Outlay LCFF	6000-6999: Capital Outlay LCFF \$109,575

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, Study Sync and Eureka Math. Recruiting and maintaining highly qualified staff directly impacts the effectiveness and delivery of this curriculum. Ongoing training and support to staff with the new implementation will be essential for optimal student success and increased performance.

A science team has been identified at each site to proceed with the screening of the new NGSS aligned science materials. The District is working with the Stanislaus County Office of Education in the adoption process.

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

The support obtained from San Joaquin Office of Education in the implementation of Study Sync at Mountain View was successful. The feedback received from staff was that they would like to have additional training in this area.

The support obtained from Stanislaus County Office of Education in the area of mathematics at Chatom Elementary was also successful. It was very effective to build upon the prior year's training and to give staff an opportunity to go deeper into the implementation of the program. Evidence based walk-thru's with SCOE representatives were used to establish the needs and development of professional learning throughout the school year. In addition to the bi-monthly professional learning, two grade levels also participated in a full lesson study in the area of mathematics.

The District was able to maintain 100% compliance that all teachers are properly credentialed and assigned which directly impacts the conditions of learning.

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 continue to offer hands-on opportunities and experiences as a result of the LCAP Plan Goal 1. Additional opportunities outside of the LCAP plan were also offered due to the support of the Parent Teacher Club (PTC) local grants and after-school programs. Some of the additional experiences included: Gallo Center for the Arts, Carnegie Arts Center, Science Olympiad and Yosemite Environmental Living.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The TK-2 Asphalt playground replacement began in June 2018 and was completed in July 2018. The completion date resulted in the budgeted funds being transferred from the 2017-2018 school year to the 2018-2019 school year budget. The original cost was estimated at \$100,000 but actual cost was \$109,575 due to an added curb and increased cost of materials.

Professional Learning actions occurred but the cost within the LCAP funds was less because most of the trainings attended were covered under the Differentiated Assistance Plan with SCOE.

\$30,000 was allocated to improve facilities but due to the large amount of facility needs the total cost was much higher and several resources were used to cover the costs. (Some of the resources included; LCFF, Deferred Maintenance and Capital Facilities)

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.

Goal 1 Action 1 focuses on professional learning for each site. The participation in professional learning did not change but the area of focus was adjusted to be aligned with student needs based on data analysis. The areas of focus are included in action 1.

Goal 1, Action 4 addresses the need to increase and improve facilities. The action hasn't changed but priorities have been adjusted based on current needs. In 2015-2016, the Local Control Accountability Plan Advisory Committee had suggested painting Chatom Elementary. Due to budget restraints, it was a lower priority since it was for the purpose of beautification. However, in January 2019 there was a storm which caused severe roof damage to the Chatom cafeteria. Half of the roof blew off and was replaced by the insurance company in addition to interior damage to the cafeteria. The inspector identified a large area with dry rot damage which needed to be addressed in order to have the roof protected under warranty. Dry rot repairs had been completed in the past and additional repairs were made to the cafeteria. Painting of Chatom Elementary has since become a high priority as a way to seal and preserve facilities and to prevent future dry rot.

Based on availability of funds additional actions will be considered for the new LCAP Plan. Some of the suggestions by the Parents Advisory Committee and LCAP Committee to be considered include; modernization of bathrooms, increased custodial grounds time, fencing at Mountain View, replacement of 3rd-5th grade playground asphalt, contracting with a landscape company and establishing a facilities beautification subcommittee.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 2

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 Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator State Indicator - EL Proficiency</p> <p>State Indicator - ELA Achievement</p> <p>State Indicator - Math Achievement</p> <p>State Physical Fitness Test (PFT)</p> <p>API - NA</p> <p>Chatom Union School District is a TK-8 grade District. High School metrics are not applicable.</p>	<p>Data systems are being maintained and monitored for student progress and implementation of programs.</p> <p>State Indicator - EL Proficiency as measured by ELPAC Well Developed 29.2% Moderately Developed 36% Somewhat Developed 19.4% Beginning 15.4%</p> <p>Chatom EL Reclassification: 8 Students Mountain View Reclassification: 7 Students</p> <p>State Indicator - ELA Achievement CUSD - Yellow Increased 14.7 Chatom - Yellow Increased 19.4 Mountain View - Yellow Increased 11.1</p> <p>State Indicator - Math Achievement CUSD - Yellow Increased 16.5 Chatom - Green Increased 12.1 Mountain View -Yellow Increased 16.1</p>

Expected

18-19

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
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

Actual

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

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.

Expected

Baseline

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

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.

Actual

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	Data Systems are being maintained and monitored utilizing AERIES, Jupiter and STAR.	Cost of AERIES, Jupiter and STAR are already reflected in the plan. \$0	Cost of AERIES, Jupiter and STAR are already reflected in the plan. \$0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain additional 1.25 FTE instructional support to at-risk students	Maintained a 1.25 FTE to support at-risk students at Chatom Elementary .75 Reading Support .50 Kinder Support	TK/ Kinder Support 0001-0999: Unrestricted: Locally Defined Supplemental and Concentration \$77,728 Reading/ Writing Support Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$57,614	TK/ Kinder Support 0001-0999: Unrestricted: Locally Defined LCFF Supplemental and Concentration \$52,034 Reading/ Writing Support Teacher 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$86,421

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase instructional time to at-risk students by offering a Summer School Program	Summer School was offered June 11, 2018 - July 12, 2018 and June 10, 2019 - July 11, 2019	Supplemental Materials 4000-4999: Books And Supplies Supplemental and Concentration \$6,000 Certificated Teachers 1000-1999: Certificated Personnel Salaries	Supplemental Materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$ 629.70 Certificated Teachers 1000-1999: Certificated Personnel Salaries

Supplemental and Concentration
\$17,934

LCFF Supplemental and
Concentration \$17,934

Instructional Support 2000-2999:
Classified Personnel Salaries
Supplemental and Concentration
\$3,179

Instructional Support 2000-2999:
Classified Personnel Salaries
LCFF Supplemental and
Concentration \$2,842

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Increase instructional support to
English Learners attaining
language proficiency.

Maintained instructional support to
English Learners attaining
language proficiency.

Reading/ Writing Support
Teacher 1000-1999: Certificated
Personnel Salaries Supplemental
and Concentration \$28,807

Already reflected in the budget
under Goal 2 Action Item 2 \$0

Reading/ Writing Support
Teacher 1000-1999: Certificated
Personnel Salaries Title III
\$28,807

Reading/ Writing Support
Teacher 1000-1999: Certificated
Personnel Salaries Title III
\$28,807

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

Chatom Elementary - Physical
Fitness Program was maintained
to increase student wellness and
fitness.

Mountain View - Library program
was continued but the Foundations
class was discontinued due to
budget restraints. This was
already reflected in the 2017-2018
LCAP.

LCFF - Mountain View Student
Needs 2000-2999: Classified
Personnel Salaries Supplemental
and Concentration \$57,930

LCFF - Mountain View Student
Needs 2000-2999: Classified
Personnel Salaries LCFF
Supplemental and Concentration
\$62,181

LCFF - Chatom Student Needs
1000-1999: Certificated
Personnel Salaries Supplemental
and Concentration \$32,169

LCFF - Chatom Student Needs
2000-2999: Classified Personnel
Salaries LCFF Supplemental and
Concentration \$23,782

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.

Goal 2, Action 1 - California Dashboard data reflects an increase at both sites for English Language Arts and Mathematics. Chatom Elementary held a Math Data Day on February 22, 2019 for grades 3rd-5th to reflect on student performance, IAB analysis, performance task data, and instructional pacing and planning based on results. Two members of the District also attended the Carnegie Improvement Science Conference to better understand and interpret data to improve learning.

Goal 2, Action 5 - Physical Fitness testing also reflects an increase in performance. Chatom Elementary had 2 of 6 areas greater than 60% in the Healthy Fitness Zone (HFZ) in 2017 but increased to 5 out of 6 areas in 2018. Mountain View also increased from 4 out of 6 areas in the HFZ above 60% in 2017 to 5 out of 6 in 2018.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The financial differences between budgeted expenditures and estimated actual costs was due mostly to change in salaries related to salary increases, pension increases and/ or change in personnel. Although it appears that there was a large difference between the budgeted and actual costs of the 1.25 FTE support on action two, it was only \$3,113 difference. The amounts listed in the two budgeted expenditures box were entered in the incorrect box but were corrected in the estimated actual expenditure boxes. Cost of summer school materials fall into two different fiscal years because some materials are purchased in May/June in preparation of Summer School and some are purchased after June 30 when the classes are in session.

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 metrics were changed in goal 2 to reflect the new ELPAC test and discontinuation of AMAO data. The data results are indicated on the attached data metrics page.

Comments received by staff surveys, parent advisory input and public comment made at a Board Meeting recognize the importance of a Foundations class and would like to see the program return to Mountain View if funding is available. Other suggestions for future consideration included conducting electives daily and adding a Physical Education teacher.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 3

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 Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities: Strategic Plan Belief 4, 6, 8 and 9

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Local Indicator - Parent Involvement State Indicator - Suspension Rate State Indicator - Chronic Absenteeism</p>	<p>Local Indicator - Parent Involvement Parenting Partners Class Enrollment-18 Family Literacy Enrollment - 41</p> <p>State Indicator - Suspension Rate CUSD - Yellow decreased 2.6% Chatom- Yellow decreased 2.1% Mountain View- Green decreased 3.9%</p> <p>State Indicator - Chronic Absenteeism 2017-2018 CUSD - 4.5% (Green Decreased 1.7%) Chatom- 3.5% (Green Decreased 2.1%) Mountain View- 6.9% (Green Decreased .5%)</p> <p>Expulsion Rate: Chatom: 0 Mountain View: 0</p> <p>Attendance Rate Chatom: Decreased from 96.39% to 95.25%</p>

Expected

18-19

.Local Indicator - Parent Involvement

Parenting Class Enrollment 36

State Indicator - Suspension Rate

Decrease suspension rate at each individual site and District level

State Indicator - Chronic Absenteeism

CUSD - 2.42%

Chatom- 2.64%

Mountain View- 1.99%

Expulsion Rate:

Chatom: Maintain 0

Mountain View: Maintain 0

- Increase parent involvement measured by sign-in sheets and training agendas.
- Increase communication measured by phone communicator charts, AERIES and Jupiter usage charts.
- ASES after-school attendance reports.

Attendance Rate Chatom: 97.%

Attendance Rate Mountain View: 97.3%

Middle School Dropout Rate: Maintain 0

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.

Baseline

Local Indicator - Parent Involvement

Actual

Attendance Rate Mountain View: Increased from 97.05% to 97.96%

Middle School Dropout Rate: 0

Chatom Union is a TK-8th 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 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 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures		
<p>Increase parent academic classes and attendance (Classes, workshops, and trainings)</p>	<p>Parenting Partners Class September- October 25, 2018 (18 Participants)</p>	<p>Parent Classes 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5,000</p>	<p>Parent Classes 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$1,467</p>		
	<p>Family Literacy - Red Carpet October 29, 2018 (41 Participants)</p>			<p>Family Literacy & Support Programs 5000-5999: Services And Other Operating Expenditures Title III \$2,000</p>	<p>Family Literacy & Support Programs 5000-5999: Services And Other Operating Expenditures Title III \$2,126.72</p>
	<p>New Fluency Training January 31, 2019 (34 participants)</p>	<p>New Reading Strategies Workshops Decoding/Phonics (11 Participants) Sight Words (6 Participants) Comprehension (6 Participants)</p>	<p>New ELPAC Family Night (26 Participants)</p>		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Increase home/school academic communication (AERIES Parent Portal & Parent Square and Facebook usage.)</p>	<p>100% of families are sent home communication each Tuesday in green folders at Chatom.</p> <p>In addition to communication folders, newsletters, online grading systems, phone calls, e-mail correspondence, Facebook, Twitter and Parent Square are used to increase communication.</p>	<p>Parent Portal, Parent Square 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$11,090</p>	<p>Parent Portal, Parent Square 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$11,523.46</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Maintain the number of guest speakers and presentations on the topics of college and careers.</p> <p>Build school and career partnerships (SPIE)</p>	<p>Continued partnership with Stanislaus Partners in Education (SPIE)</p> <p>Expanded the partnership with Mitchell Community Church to include tutoring for at-risk students</p> <p>Chatom held Ag Career Day on March 20, 2019 Mountain View had Market Day on May 14th and May 16th</p> <p>6th Grade had presentations on UC Berkeley and Stanford, 7th Grade had presentations on UCLA and USC and 8th Grade had presentations on Fresno State, Cal Poly and Chico State</p>	<p>Presentations/ Guest Speakers 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$1,000</p>	<p>Presentations/ Guest Speakers 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$0</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Extend after-school programs and provide after-school transportation to increase participation</p>	<p>After-school transportation is provided.</p> <p>Mountain View expanded to the after-school program to include Fridays.</p> <p>Some of the after-school programs at Chatom include; Coding Studio, Robotics, Yoga, Tutoring, Gardening, AR Book Club, Art, Spanish, Golf, Warriors Game Club, Science Olympiad, Rocking Language Club and Storybook STEM.</p> <p>Some of the after-school programs at Mountain View include; Choir, Drama, Tutoring, Academic Intervention, Yearbook, Math Club, Tech Club, Missoula, Dance and Sports Clinics.</p> <p>The Yosemite Environmental Living Program (YELP) had 50 participants. Programs are added or eliminated based on student input and actual attendance.</p>	<p>After-school Transportation 5700-5799: Transfers Of Direct Costs Supplemental and Concentration \$33,000</p>	<p>After-school Transportation 5700-5799: Transfers Of Direct Costs LCFF Supplemental and Concentration \$33,000</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Maintain increased counseling services from 5 hours a week to 10 hours a week to maintain safety and involvement where students are supported academically,</p>	<p>Increased counseling has been maintained.</p>	<p>Counseling 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$28,072</p>	<p>Counseling 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$28,875</p>

socially, emotionally and develop positive healthy behaviors.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Review discipline procedures in the District to reduce the number of suspensions and referrals. This will include concepts learned through PBIS or the MTSS process.	Completed year 1 of PBIS training. Values, rules, routines and expectations have been reviewed.	MTSS Grant 0001-0999: Unrestricted: Locally Defined Other \$25,000	MTSS Grant 0001-0999: Unrestricted: Locally Defined Other \$3,713

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 completed. Parent Square continues to be an effective and timely tool to communicate with parents.

In addition to the Parenting Partner Classes and Family Literacy, several new classes focusing on reading strategies were offered.

After-school programs have been added based on student input interests and needs. Some programs were discontinued due to low enrollment.

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

The number of students chronically absent decreased at all sites. Chatom Elementary reinstalled an attendance incentive program for students based on input received from the LCAP survey and LCAP Advisory committee. This has been an effective method to motivate students to have 100% attendance for the trimester.

The number of students suspended has decreased at all sites. Behavior and Inclusion Trainings were provided to all teachers in the District by the Stanislaus County Office of Education as part of the Differentiated Assistance Plan to support positive student behavior, students experiencing trauma and behavior management. As part of the PBIS/MTSS program, the Student Study Team (SST) process has been revised to collect more data on student progress and intervention tools. The new process also includes parent feedback.

The District Counselor attended several trainings to further support the social and emotional needs of students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The amount originally budgeted for Parenting Classes was to complete two parenting classes (one in English and one in Spanish). Attendance was much lower this year so the two classes were combined. This resulted in decreased costs of materials and decreased salaries. The costs increased for Parent Square and Parent Portal due to a 5% increase in contract price which is reflected in action item 2. Although there were career presentations made as listed in action item 3, the \$1,000 budgeted was not used because the presenters volunteered their time. Another difference between budgeted and estimated actual expenditures occurred in action item 6 reserved for PBIS training as part of the MTSS grant. Year 1 PBIS training did occur but it was funded through the Differentiated Assistance (DA) plan with SCOE instead of the MTSS grant.

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

In order to further support the goal of decreasing chronic absenteeism and increasing student achievement, Saturday school was held at both sites for students to earn attendance and academic credit. This is a change because in prior years Saturday School was only offered at Mountain View.

To increase school connectedness and provide extra support for at-risk students, Mountain View started an "Adopt-a-Student" program. Thirteen students are included in the program. This program was new to the 2018-2019 school year.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Technology Plan, Single Plan for Student Achievement Goals and Infrastructure goals.

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Local - Internet speed

Local - Technology devices available to students

Maintained MBPS increase from 3 MBPS to 100 MBPS.

Increased inventory of tech devices for staff and students.

Maintained inventory of software aligned to support new state math and language arts standards.

Maintained increased computer lab time of additional 10 hours.

Attended ETC technology conference

CUSD web design and logo have been maintained and an additional sign has been ordered

Expected

18-19

* 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 and logo

Baseline

3 MBPS

1 computer lab at each site

1 laptop cart at Chatom Elementary with 20 devices

Actual

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Improve technology infrastructure including equipment and voice systems	A new robust server was installed. All data shares and applications were migrated to the new host. All District users were migrated to Office 365	Equipment 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$44,335.38	Equipment 2 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$24,694.63

	<p>VPN was migrated to the new host.</p> <p>Consolidated 5 backup systems to 3 efficient systems</p> <p>New battery was purchased for MV gym server</p>
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Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase or improve technology devices or equipment for students and staff	<p>20 new staff devices were purchased (Lottery, ASES, One-Time Funds)</p> <p>72 new student devices were purchased (LCFF S&C)</p> <p>72 Google licenses were purchased (LCFF S&C)</p> <p>18 Chromebooks for 1st Grade (6 per class for small group) (PTC Funded)</p> <p>18 Chromebooks for 2nd Grade (6 per class for small group) (PTC Funded)</p> <p>2 iPads for TK (PTC Funded)</p> <p>2 iPads for Kdg (PTC Funded)</p> <p>1 new charging cart was purchased (LCFF S&C)</p>	<p>Devices/ Equipment 4000-4999: Books And Supplies Supplemental and Concentration \$27,500</p>	<p>Devices/ Equipment 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$25,922.88</p> <p>Devices/Equipment 4000-4999: Books And Supplies Other \$22,086.56</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase or improve inventory software aligned to new math and language arts standards	<p>IXL Learning for math - \$1,650</p> <p>Starfall Education - \$270</p> <p>AR Reading and STAR - \$7,073.50</p>	<p>Supplemental Instruction Software 4000-4999: Books And Supplies Supplemental and Concentration \$3,000</p>	<p>Supplemental Instruction Software 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$8,993.50</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain increased computer lab time of additional 10 hours	Maintained increased computer lab time of additional 10 hours	Increased Computer Lab Hours 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$7,982	Increased Computer Lab Hours 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$8,270

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase use of technology within classroom instruction and projects	Use of technology has increased in the classroom with class projects and interim assessments. The new Study Sync adoption at Mountain View utilizes tech components.	Funding already reflected in plan. No additional cost needed for implementation 0	Funding already reflected in plan. No additional cost needed for implementation \$0

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Attend and or offer Technology Professional Learning	Attended ETC Technology Conference Scheduled to attend Data Visualization at SCOE	Professional Learning 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,500	Professional Learning 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$0

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Maintain and update new District website to be more informative, current and user friendly for parents and community

Maintained new website.

Logo was used to create District signs to help increase awareness of the District and increase attendance.

An additional sign was ordered to be placed closer in town.

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

Website Design 5800:
Professional/Consulting Services
And Operating Expenditures
LCFF Supplemental and
Concentration \$200

Analysis

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

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

All actions have been completed. The new logo and design have been completed and now the focus is on how to best utilize the branding to market the school district and increase enrollment.

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

The new server has been effective in reducing the maintenance of three servers down to one robust server.

Increased use of technology in the classroom is key for increased academic success and increased scores on the California Assessment.

- Teachers have incorporated more technology based programs
- Teachers have increased usage of the Interim Block Assessments
- Technology is incorporated with the newly adopted Study Sync Program at Mountain View
- Teachers at Mountain View have incorporated mathematical software programs such as IXL to support individual practice and application of math standards.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Although the budgeted cost and estimated actual cost was very similar in action 2 the quantity of devices doubled. The original intent of the plan was to obtain one class set of 36 laptop devices for \$27,500, instead the District was able to purchase devices for two classes by switching to chromebooks. The change occurred as a result of feedback received from staff and the technology committee established through the LCAP process. The chromebook systems are much more cost efficient and still meet the needs of classroom instruction and state assessments.

The Accelerated Reader Program was under a three year contract which expired in the 2017-2018 school year. The cost to renew it for one year was \$7,073 which exceeded the budget. Both sites decided to continue the program for 2018-2019 but will continue to evaluate the effectiveness of the program to determine if it or a comparable program will be continued as a priority in future years.

Staff members attended the ETC! Technology conference reflected in action 6 but there was no cost to the District. The entry fees were included in the SCOE DA plan.

In action item 7 \$2,000 was reserved to maintain the website. The main design and layout costs were included in the 2017-2018 budget and the \$200 reflects the annual service fees for 2018-2019. Next year we will consider expanding the use of the branding/ logo design for marketing purposes to increase public awareness and enrollment.

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 metric in Goal 4 action 7 was adjusted to reflect the next step in promoting District community awareness. The first step was to develop a new logo and website. The next step is to use the new logo and branding for marketing purposes.

To further support Goal 4 a technology committee was developed to provide feedback on additional ways to support instruction, achievement and college and career readiness. The committee recommended trying Google Chromebooks instead of the ASUS and ACER laptops that have been purchased in the past. The intent was to purchase devices that were more cost effective but still meet the needs for classroom instruction, projects, research and state assessments. This is reflected in Goal 4, action 2.

The technology committee and the LCAP Advisory group recognized that some students do not have access to internet services at home. There is no resolution to this need in the current plan but is being researched for possible actions in 2019-2020.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

October 9, 2018 Local Indicator Data and CAASPP data reviewed

Dec 11, 2018 Dashboard Data shared at Public Board Meeting

January 8, 2019 LCAP Update Presented at Public Board Meeting

January 15, 2019 All Certificated and Classified Union employees were given an LCAP survey for an opportunity to provide individual input on annual update and review of the LCAP. The Certificated Union President & Vice president and Classified Union President & Vice President are members of the Local Control Accountability Plan Advisory Committee to further contribute ongoing input on behalf of each association.

January 15, 2019 All Parents in the District were given an LCAP survey for an opportunity to provide individual input on the annual update and review of the LCAP. The surveys were provided 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.

All survey responses were discussed with the Site administrators and the LCAP Committee.

February 11, 2019 Safety/Climate Surveys were distributed. The survey was sent to all parents and students

February 20, 2019 LCAP Advisory Committee Meeting. The committee consisted of the following:

- Superintendent
- Business Manager
- Middle School Teacher/ CUEA President/ Negotiator
- Elementary School Teacher/ CUEA Vice President/ Negotiator
- Middle School Secretary/ CSEA Vice President/ 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 School Parent/ Chatom School Site Council/ PTC President
- Chatom Elementary Principal

- Mountain View Middle School Principal
- Chatom Union Board of Trustees Representative

April 16, 2019 LCAP Update and Input from members of the Parent Advisory Committee/ PTC

May 6, 2019 LCAP Update and Input from members of the Mountain View School Site Council

May 13, 2019 LCAP Update and Input from members of the Parent Advisory Committee/ DELAC/ELAC

May 14, 2019 Communication letter was developed in both English and Spanish to be sent home with every child informing the public of the comment period May 14-May 21

May 14-21, 2019 Public Comment Period

May 15, 2019 Student Advisory Meeting. A meeting was held at Mountain View Middle School with 6th, 7th and 8th grade students. The student committee consisted of representatives of all subgroups within the LEA.

May 20, 2019 LCAP Update and Input from members of the Chatom School Site Council

May 20, 2019 Business Manager attended the State May Revise Budget Meeting

June 11, 2019 Public Board Meeting LCAP Hearing

June 26, 2019 Public Board Meeting LCAP Adoption

Impact on LCAP and Annual Update

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

October 9, 2018 - Public Board Meeting - Reviewed current LCAP Goals and gave an update on the implementation level of the individual goals and reviewed the local indicator data. Identified NGSS as the focus for alignment to standards. Started the NGSS adoption review process with SCOE.

December 11, 2018 Public Board Meeting a presentation was made on the December release of the California Dashboard. The presentation of the data helped to identify the needs of the District which are reflected in Goal 2 and Goal 3 of the LCAP

January 8, 2019 LCAP Update presented at Public Board Meeting. An implementation update was given to give Board Members and Public and opportunity to share input and ask questions regarding the implementation status.

January 15, 2019 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 also 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.

All survey responses were discussed with the Site administrators and the LCAP Committee.

February 11, 2019 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 safety and services to students. The surveys were distributed to both sites. Input was reflected in the Safety Plan Revision.

February 20, 2019 LCAP Advisory Committee Meeting reviewed the input received from all staff and parents, developed a list to consider for the development of the new LCAP Plan. This feedback has been shared with other stakeholders in order to help prioritize items based on greatest need and availability of funds.

April 16, 2019 Parent Advisory/ PTC meeting was held to seek input on the development of the LCAP annual update and to seek input on all of the goals. Some of their input included: increase custodial grounds time, bathroom modernization, increased salaries, facilities beautification, dual immersion, Charter school, daily electives at Mountain View, 3rd-5th asphalt replacement, Mountain View PE teacher

May 6, 2019 Mountain View School Site Council - LCAP update was presented and input was provided by the members of the council. Some of their suggestions included: One-Way Fence at Mountain View, bathroom modernization, counseling support and looking into a possible bond for bathrooms, portable and track.

May 13, 2019 ELAC/DELAC Meeting - LCAP update was presented and additional input and suggested considerations were shared and discussed.

May 14, 2019 Communication was developed in both English and Spanish to be sent home with every child informing the public of the comment period May 14-21

May 15, 2019 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. 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. The Site Administrator will utilize the information in working with staff members.

May 20, 2019 - Chatom Site Council Meeting reviewed the site plan and discussed needs of the site and how they are aligned to the LCAP. LCAP input was received on all four goals. Some of the items for consideration included: contracting for landscape support, bathroom modernization and increasing expectations on grammar/writing/penmanship across subject matter, and trying to increase partnerships with school and parents.

May 20, 2019 Business Manager attended the state budget meeting to determine the possible financial impact to the LCAP plan draft

May 14-21, 2019 Public Comment Period

June 11, 2019 - 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 26, 2019 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.

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

Unchanged Goal

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 Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities: 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 Chatom - Exemplary	<ul style="list-style-type: none"> Maintain 100% teachers meet HQT requirements 100% of teachers trained on CCSS in tangent with ELD Standards 	<ul style="list-style-type: none"> Maintain 100% teachers meet HQT requirements 100% of teachers trained on CCSS in tangent with ELD Standards 	<ul style="list-style-type: none"> Maintain 100% teachers meet HQT requirements 100% of teachers trained on CCSS in tangent with ELD Standards
Local Indicator - Sufficiency of Materials	Mountain View - Exemplary			
Local Indicator - Highly Qualified Staff properly assigned by credential	Local Indicator - Sufficiency of Materials Chatom- 100% Mountain View - 100%			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Local Indicator - Implementation of Standards</p> <p>Study Trip or program to access a broad course of study, including unduplicated pupils and students with exceptional needs</p>	<p>Local Indicator - Highly Qualified Staff properly assigned by credential Chatom - 100% Mountain View - 100%</p> <p>Local Indicator - Implementation of ELA Chatom- 3 Mountain View- 2</p> <p>Local Indicator - Implementation of NGSS Chatom- 2 Mountain View- 2</p> <p>Minimum of 1 Study Trip or Program per gradelevel</p>	<ul style="list-style-type: none"> Update inventory of CCSS instructional materials Facility Inspection Tool (FIT) to increase one level or have a ranking of good or higher Local Indicator - Implementation of ELA <p>Chatom- 3</p> <p>Mountain View- 3</p> <ul style="list-style-type: none"> Local Indicator - Implementation of NGSS <p>Chatom- 3</p> <p>Mountain View- 3</p> <ul style="list-style-type: none"> Meet all local indicators Maintain a minimum of 1 study trip or program per grade level for direct hands-on experience 	<ul style="list-style-type: none"> Update inventory of CCSS instructional materials Facility Inspection Tool (FIT) to increase one level or have a ranking of good or higher Local Indicator - Implementation of ELA <p>Chatom- 4</p> <p>Mountain View- 4</p> <ul style="list-style-type: none"> Local Indicator - Implementation of NGSS <p>Chatom- 4</p> <p>Mountain View- 4</p> <ul style="list-style-type: none"> Meet all local indicators Maintain a minimum of 1 study trip or program per grade level for direct hands-on experience 	<ul style="list-style-type: none"> Update inventory of CCSS instructional materials Facility Inspection Tool (FIT) to increase one level or have a ranking of good or higher Local Indicator - Implementation of ELA <p>Chatom- 5</p> <p>Mountain View- 5</p> <ul style="list-style-type: none"> Local Indicator - Implementation of NGSS <p>Chatom- 5</p> <p>Mountain View- 5</p> <ul style="list-style-type: none"> Meet all local indicators Maintain a minimum of 1 study trip or program per grade level for direct hands-on experience

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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.

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

Modified Action

2018-19 Actions/Services

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.

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

Modified Action

2019-20 Actions/Services

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.

Chatom will focus on mathematics for 2018-2019 with professional learning support from SCOE.
 Mountain View will focus on ELA/ELD for 2018-2019 with professional learning from SJCOE.

Professional learning for 2019-2020 will be based on data from 2019 CAASPP and staff input.

Budgeted Expenditures

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

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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 Actions/Services

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.

2019-20 Actions/Services

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	\$10,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Study Trips or Programs	5000-5999: Services And Other Operating Expenditures Study Trips or Programs	5000-5999: Services And Other Operating Expenditures Study Trips or Programs

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

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

Adopt new standards aligned materials and supplemental materials.

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

Unchanged Action

2018-19 Actions/Services

Adopt new standards aligned materials and supplemental materials.

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

Unchanged Action

2019-20 Actions/Services

Adopt new standards aligned materials and supplemental materials.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$40,000	\$40,000	\$40,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	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:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

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

Unchanged Action

2018-19 Actions/Services

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

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

Unchanged Action

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30,000	\$30,000	\$30,000
Source	LCFF	LCFF	LCFF
Budget Reference	6000-6999: Capital Outlay LCFF	6000-6999: Capital Outlay LCFF	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:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$94,153	\$97,919	\$101,836
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	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:

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

All

Location(s):

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

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:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

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

2018-19 Actions/Services

Increase safety of TK-2 playground by replacing/repairing asphalt if it is not completed by June 30, 2018 then it will roll to the 2018-2019 school year.

2019-20 Actions/Services

Increase safety of TK-2 playground by replacing/repairing asphalt. The project was completed in the 2018-2019 school year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$100,000	\$100,000	\$109,000
Source	LCFF	LCFF	LCFF
Budget Reference	6000-6999: Capital Outlay LCFF	6000-6999: Capital Outlay LCFF	6000-6999: Capital Outlay LCFF

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 2

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 Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: 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 - EL Proficiency as measured by CELDT	Evaluate student programs and instruction utilizing data reports to make instructional adjustments accordingly	Evaluate student programs and instruction utilizing data reports to make instructional adjustments accordingly	Evaluate student programs and instruction utilizing data reports to make instructional adjustments accordingly
State Indicator - ELA Achievement	CUSD - Green increased 2.1% Chatom - Yellow Increased 3.1%			
State Indicator - Math Achievement	Mountain View - Yellow Decreased 1.6%	Increase SBAC baseline data in both language arts and mathematics.	Increase SBAC baseline data in both language arts and mathematics.	Increase SBAC baseline data in both language arts and mathematics.
State Physical Fitness Test (PFT)	CELDT Data is listed on attachment			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>API - NA</p> <p>Chatom Union School District is a TK-8 grade District. High School metrics are not applicable.</p>	<p>Chatom EL Reclassification: 22 Students Mountain View Reclassification: 9 Students LTEL: 36 students</p> <p>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</p> <p>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</p> <p>API - NA</p> <p>Chatom Union School District is a TK-8 grade</p>	<p>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%</p> <p>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</p> <p>State Physical Fitness Test (PFT): 5th Grade: >60% in HFZ in 4 of 6 areas</p>	<p>State Indicator - EL Proficiency as measured by ELPAC (new Baseline set) Decrease the number of LTEL by 5% Increase reclassification rate by 5%</p> <p>State Indicator - ELA Achievement CUSD - Yellow increase by 10 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</p> <p>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</p> <p>NGSS Baseline set</p> <p>API - NA</p>	<p>State Indicator - EL Proficiency as measured by ELPAC (new Targets set) Decrease the number of LTEL by 5% Increase reclassification rate by 5%</p> <p>State Indicator - ELA Achievement CUSD - Increase to Green level 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</p> <p>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</p> <p>NGSS Targets set</p> <p>API - NA</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>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 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.</p>	<p>7th Grade: >60% in HFZ in 4 of 6 areas</p> <p>API - NA</p> <p>Chatom Union School District is a TK-8 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 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.</p>	<p>Chatom Union School District is a TK-8 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 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</p>	<p>Chatom Union School District is a TK-8 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 teacher qualifications, sufficiency of materials, facility inspections, enrollment, average daily attendance, chronic absenteeism, middle school dropout rate, suspensions, expulsions, language proficiency and state physical fitness testing,</p>

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

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

Unchanged Action

2018-19 Actions/Services

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

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

Unchanged Action

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Budget Reference	Cost of AERIES, Jupiter and STAR are already reflected in the plan.	Cost of AERIES, Jupiter and STAR are already reflected in the plan.	Cost of AERIES, Jupiter and STAR are already reflected in the plan.

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Maintain additional 1.5 FTE instructional support to at-risk students

2018-19 Actions/Services

Maintain additional 1.25 FTE instructional support to at-risk students

2019-20 Actions/Services

Maintain additional 1.25 FTE instructional support to at-risk students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$77,250	\$77,728	\$80,060
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Foundations Teacher	0001-0999: Unrestricted: Locally Defined TK/ Kinder Support	1000-1999: Certificated Personnel Salaries TK/ Kinder Support
Amount	\$42,230	\$57,614	\$59,342
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Reading/Writing Support Teacher	1000-1999: Certificated Personnel Salaries Reading/ Writing Support Teacher	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:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,000	\$6,000	\$6,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Supplemental Materials	4000-4999: Books And Supplies Supplemental Materials	4000-4999: Books And Supplies Supplemental materials
Amount	\$16,500	\$17,934	\$18,472
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Teachers	1000-1999: Certificated Personnel Salaries Certificated Teachers	1000-1999: Certificated Personnel Salaries Certificated Teachers
Amount	\$2,500	\$3,179	\$3,274
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Instructional Support	2000-2999: Classified Personnel Salaries Instructional Support	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:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners	Schoolwide	Specific Schools: Chatom Elementary
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Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Increase instructional support to English Learners attaining language proficiency.	Increase instructional support to English Learners attaining language proficiency.	Increase instructional support to English Learners attaining language proficiency.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$19,000	\$28,807	\$29,671
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Reading/ Writing Support Teacher	1000-1999: Certificated Personnel Salaries Reading/ Writing Support Teacher	1000-1999: Certificated Personnel Salaries Reading/ Writing Support Teacher
Amount	\$20,000	\$28,807	\$29,671
Source	Title III	Title III	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries Reading/ Writing Support Teacher	1000-1999: Certificated Personnel Salaries Reading/ Writing Support Teacher	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:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

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 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$55,035.99	\$57,930	\$59,668
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries LCFF - Mountain View Student Needs	2000-2999: Classified Personnel Salaries LCFF - Mountain View Student Needs
Amount	\$110,048.29	\$32,169	\$33,134
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries LCFF - Chatom Student Needs	1000-1999: Certificated Personnel Salaries LCFF - Chatom Student Needs	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.

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

Unchanged Goal

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 Priorities: Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Local Priorities: 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%	Local Indicator - Parent Involvement Parenting Class Enrollment 33 State Indicator - Suspension Rate	Local Indicator - Parent Involvement Parenting Class Enrollment 36 State Indicator - Suspension Rate	Local Indicator - Parent Involvement Parenting Class Enrollment 39 State Indicator - Suspension Rate

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Chatom- Yellow increased 3.1% Mountain View- Yellow decreased 1.6%</p> <p>State Indicator - Chronic Absenteeism 2015-16 CUSD - 2.46% Chatom- 2.68% Mountain View- 2.01%</p> <p>Expulsion Rate: Chatom: 0 Mountain View: 1</p> <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,</p>	<p>CUSD - Green decreased 1.6%</p> <p>Chatom - Yellow increased 3.1%</p> <p>Mountain View- Yellow decreased 1.6%</p> <p>State Indicator - Chronic Absenteeism</p> <p>CUSD - 2.44%</p> <p>Chatom- 2.66%</p> <p>Mountain View- 2.00%</p> <p>Expulsion Rate: Chatom: Maintain 0 Mountain View: 0</p> <ul style="list-style-type: none"> • Increase parent involvement measured by sign-in sheets and training agendas. • Increase communication measured by phone communicator charts, AERIES 	<p>Decrease suspension rate at each individual site and District level</p> <p>State Indicator - Chronic Absenteeism</p> <p>CUSD - 2.42%</p> <p>Chatom- 2.64%</p> <p>Mountain View- 1.99%</p> <p>Expulsion Rate: Chatom: Maintain 0 Mountain View: Maintain 0</p> <ul style="list-style-type: none"> • Increase parent involvement measured by sign-in sheets and training agendas. • Increase communication measured by phone communicator charts, AERIES and Jupiter usage charts. 	<p>Decrease suspension rate at each individual site and District level</p> <p>State Indicator - Chronic Absenteeism</p> <p>CUSD - 2.40%</p> <p>Chatom- 2.62%</p> <p>Mountain View- 1.98%</p> <p>Expulsion Rate: Chatom: Maintain 0 Mountain View: Maintain 0</p> <ul style="list-style-type: none"> • Increase parent involvement measured by sign-in sheets and training agendas. • Increase communication measured by phone communicator charts, AERIES and Jupiter usage charts.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>middle school dropout rates, suspension rates, and expulsion rates.</p>	<p>and Jupiter usage charts.</p> <ul style="list-style-type: none"> • ASES after-school attendance reports. <p>Attendance Rate Chatom: 96.5%</p> <p>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"> • ASES after-school attendance reports. <p>Attendance Rate Chatom: 97.0%</p> <p>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"> • ASES after-school attendance reports. <p>Attendance Rate Chatom: 97.5%</p> <p>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>

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

2017-18 Actions/Services

Increase parent academic classes and attendance (Classes, workshops, and trainings)

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

Unchanged Action

2018-19 Actions/Services

Increase parent academic classes and attendance (Classes, workshops, and trainings)

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

Unchanged Action

2019-20 Actions/Services

Increase parent academic classes and attendance (Classes, workshops, and trainings)

Budgeted Expenditures

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

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$11,090	\$11,090	\$11,090
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Parent Portal, Parent Square	5800: Professional/Consulting Services And Operating Expenditures Parent Portal, Parent Square	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:
 (Select from All, Students with Disabilities, or Specific Student Groups)
 [Add Students to be Served selection here]

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
 [Add Location(s) selection here]

OR

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

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

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

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

Actions/Services

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

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

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

2017-18 Actions/Services

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

Build school and career partnerships (SPIE)

2018-19 Actions/Services

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

Build school and career partnerships (SPIE)

2019-20 Actions/Services

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

Build school and career partnerships (SPIE)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	\$1,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Presentations/ Guest Speakers	5800: Professional/Consulting Services And Operating Expenditures Presentations/ Guest Speakers	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:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

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

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$33,000	\$33,000	\$33,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5700-5799: Transfers Of Direct Costs After-school Transportation	5700-5799: Transfers Of Direct Costs After-school Transportation	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:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

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

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

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 Actions/Services

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.

2019-20 Actions/Services

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$27,295	\$28,072	\$28,914
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Counseling	1000-1999: Certificated Personnel Salaries Counseling	1000-1999: Certificated Personnel Salaries Counseling

Action 6

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners Foster Youth Low Income	LEA-wide	All Schools
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Actions/Services

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

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

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

	New Action	Unchanged Action
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

This action did not exist in 2017-2018	Review discipline procedures in the District to reduce the number of suspensions and referrals. This will include concepts learned through PBIS or the MTSS process.	Continue MTSS and PBIS
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$25,000	\$22,500
Source	Other	Other	Other
Budget Reference	Not Applicable	0001-0999: Unrestricted: Locally Defined MTSS Grant	0001-0999: Unrestricted: Locally Defined MTSS Additional Grant

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: 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			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<ul style="list-style-type: none"> * 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 	<ul style="list-style-type: none"> * 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 	<ul style="list-style-type: none"> * 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. * Utilize new CUSD website and logo branding to increase community awareness and attendance

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)
[Add Students to be Served selection here]

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

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Location(s) selection here]

Actions/Services

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

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

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

2017-18 Actions/Services
Improve technology infrastructure including equipment and voice systems

2018-19 Actions/Services
Improve technology infrastructure including equipment and voice systems

2019-20 Actions/Services
Improve technology infrastructure including equipment and voice systems

Budgeted Expenditures

Year 2017-18
Amount \$26,500
Source Supplemental and Concentration
Budget Reference 5800: Professional/Consulting Services And Operating Expenditures Equipment

2018-19
\$44,335.38
Supplemental and Concentration
5800: Professional/Consulting Services And Operating Expenditures Equipment

2019-20
\$26,500
Supplemental and Concentration
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:
(Select from All, Students with Disabilities, or Specific Student Groups)
[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Increase or improve technology devices or equipment for students and staff

2018-19 Actions/Services

Increase or improve technology devices or equipment for students and staff

2019-20 Actions/Services

Increase or improve technology devices or equipment for students and staff

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$27,500	\$27,500	\$27,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Devices/ Equipment	4000-4999: Books And Supplies Devices/ Equipment	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:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$3,000	\$3,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Supplemental Instruction Software	4000-4999: Books And Supplies Supplemental Instruction Software	4000-4999: Books And Supplies Supplemental Instruction Software

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Maintain increased computer lab time of additional 10 hours

2018-19 Actions/Services

Maintain increased computer lab time of additional 10 hours

2019-20 Actions/Services

Maintain increased computer lab time of additional 10 hours

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,374	\$7,982	\$8,221
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Increased Computer Lab Hours	2000-2999: Classified Personnel Salaries Increased Computer Lab Hours	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:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Increase use of technology within classroom instruction and projects

2018-19 Actions/Services

Increase use of technology within classroom instruction and projects

2019-20 Actions/Services

Increase use of technology within classroom instruction and projects

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Budget Reference	Funding already reflected in plan. No additional cost needed for implementation	Funding already reflected in plan. No additional cost needed for implementation	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:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Attend and or offer Technology
Professional Learning

2018-19 Actions/Services

Attend and or offer Technology
Professional Learning

2019-20 Actions/Services

Attend and or offer Technology
Professional Learning

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,500	\$2,500	\$2,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Learning	5000-5999: Services And Other Operating Expenditures Professional Learning	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:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

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

2018-19 Actions/Services

Maintain and update new District website to be more informative, current and user friendly for parents and community

2019-20 Actions/Services

Maintain and update new District website to be more informative, current and user friendly for parents and community

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$2,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Website Design	5800: Professional/Consulting Services And Operating Expenditures Website Design	5800: Professional/Consulting Services And Operating Expenditures Website Design

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$1,437,805

Percentage to Increase or Improve Services

30.54%

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: 83.71 %

Chatom Elementary: 80.4 1%

Mountain View: 82.63 %

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.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$1,388,010

Percentage to Increase or Improve Services

31.17%

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).

In order to improve services for unduplicated pupils, we will continue to offer support as listed below; however the actions for support have changed for greater effectiveness. The modified actions and services are reflected above in the 2018-2019 goals .

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.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$974,703

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: 84.69%

Chatom Elementary: 86.22%

Mountain View: 81.73%

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.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
 - (2) The number of students who meet the enrollment requirements.
 - (3) Divide (1) by (2).
- (b) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (c) “High school graduation rate” shall be calculated as follows:
 - (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
 - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).
- (d) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (e) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	700,566.38	1,025,047.42	789,976.28	800,566.38	803,353.00	2,393,895.66
	0.00	0.00	0.00	0.00	0.00	0.00
LCFF	30,000.00	127,578.00	130,000.00	130,000.00	139,000.00	399,000.00
LCFF Supplemental and Concentration	0.00	547,196.14	0.00	0.00	0.00	0.00
Lottery	0.00	5,000.00	0.00	0.00	0.00	0.00
Other	25,000.00	314,179.56	0.00	25,000.00	22,500.00	47,500.00
Supplemental and Concentration	612,259.38	0.00	635,476.28	612,259.38	607,682.00	1,855,417.66
Title III	33,307.00	31,093.72	24,500.00	33,307.00	34,171.00	91,978.00
Title VI	0.00	0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	700,566.38	1,025,047.42	789,976.28	800,566.38	803,353.00	2,393,895.66
	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	102,728.00	55,747.00	0.00	102,728.00	22,500.00	125,228.00
1000-1999: Certificated Personnel Salaries	291,322.00	259,956.00	406,476.29	291,322.00	381,100.00	1,078,898.29
2000-2999: Classified Personnel Salaries	69,091.00	97,075.00	63,909.99	69,091.00	71,163.00	204,163.99
4000-4999: Books And Supplies	76,500.00	97,632.64	76,500.00	76,500.00	76,500.00	229,500.00
5000-5999: Services And Other Operating Expenditures	39,500.00	29,260.69	39,500.00	39,500.00	39,500.00	118,500.00
5700-5799: Transfers Of Direct Costs	33,000.00	33,000.00	33,000.00	33,000.00	33,000.00	99,000.00
5800: Professional/Consulting Services And Operating Expenditures	58,425.38	36,418.09	40,590.00	58,425.38	40,590.00	139,605.38
6000-6999: Capital Outlay	30,000.00	415,958.00	130,000.00	130,000.00	139,000.00	399,000.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	700,566.38	1,025,047.42	789,976.28	800,566.38	803,353.00	2,393,895.66
		0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	LCFF Supplemental and Concentration	0.00	52,034.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Other	25,000.00	3,713.00	0.00	25,000.00	22,500.00	47,500.00
0001-0999: Unrestricted: Locally Defined	Supplemental and Concentration	77,728.00	0.00	0.00	77,728.00	0.00	77,728.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	231,149.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	262,515.00	0.00	386,476.29	262,515.00	351,429.00	1,000,420.29
1000-1999: Certificated Personnel Salaries	Title III	28,807.00	28,807.00	20,000.00	28,807.00	29,671.00	78,478.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	97,075.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	69,091.00	0.00	63,909.99	69,091.00	71,163.00	204,163.99
4000-4999: Books And Supplies	LCFF	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	75,546.08	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Other	0.00	22,086.56	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental and Concentration	76,500.00	0.00	76,500.00	76,500.00	76,500.00	229,500.00
4000-4999: Books And Supplies	Title VI	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	21,973.97	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Lottery	0.00	5,000.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	35,000.00	0.00	35,000.00	35,000.00	35,000.00	105,000.00
5000-5999: Services And Other Operating Expenditures	Title III	4,500.00	2,286.72	4,500.00	4,500.00	4,500.00	13,500.00
5700-5799: Transfers Of Direct Costs	LCFF Supplemental and Concentration	0.00	33,000.00	0.00	0.00	0.00	0.00
5700-5799: Transfers Of Direct Costs	Supplemental and Concentration	33,000.00	0.00	33,000.00	33,000.00	33,000.00	99,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	0.00	36,418.09	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	58,425.38	0.00	40,590.00	58,425.38	40,590.00	139,605.38
6000-6999: Capital Outlay	LCFF	30,000.00	127,578.00	130,000.00	130,000.00	139,000.00	399,000.00
6000-6999: Capital Outlay	Other	0.00	288,380.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Goal

Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	197,919.00	579,543.97	294,153.00	297,919.00	310,836.00	902,908.00
Goal 2	310,168.00	274,630.70	348,564.28	310,168.00	319,292.00	978,024.28
Goal 3	105,162.00	80,705.18	79,385.00	105,162.00	103,504.00	288,051.00
Goal 4	87,317.38	90,167.57	67,874.00	87,317.38	69,721.00	224,912.38

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

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

Attachment – Data Metrics

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

	2015-2016	2016-2017	2017-2018	2018-2019	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- Exemplary Mountain View- Good	Chatom- Exemplary Mountain View- Exemplary	Chatom- Good Mountain View- Good	Chatom- Good Mountain View- Good	Facilities inspected by the county at Chatom under the Williams Act
Enrollment	August 28, 2015 Chatom- 411 Mountain View- 199 District-610	August 11, 2016 Chatom- 397 Mountain View- 208 District-605	August 17, 2017 Chatom- 400 Mountain View- 175 District-575	August 14, 2018 Chatom- 394 Mountain View- 190 District-584	August 2018 began with 584 students enrolled. As of May 1, 2019 there are 598 students enrolled.
Average Daily Attendance	April 2016- Chatom- 97.48% Mountain View- 97.38%	April 2017 Chatom- 95.56% Mountain View- 96.32%	April 2018 Chatom- 96.39 % Mountain View- 97.05 %	April 2019 Chatom- 95.25% Mountain View-97.96 %	
Chronic Absenteeism	Chatom- 2.68% Mountain View- 2.01% District- 2.46%	Chatom- 3.58 % Mountain View- 8.24 % District- 5.06%	Chatom- 3.5% Mountain View- 6.9% District- 4.5%	Pending Chatom- ____% Mountain View- ____% District- ____%	Chronic absenteeism will be completed in June
MV Dropout Rate	0%	0%	0%	0%	
Discipline	Expulsion: Chatom-0 Mountain View-0 Suspension: Chatom- 2.2% Mountain View-2.1%	Expulsion: Chatom-0 Mountain View-1 Suspension: Chatom- 7.1% Mountain View-6.3%	Expulsion: Chatom-0 Mountain View-0 Suspension: Chatom- 4.3% Mountain View-1.6%	Expulsion: Chatom-0 Mountain View-0 Suspension: Chatom- Pending Mountain View-Pending	<ul style="list-style-type: none"> Suspensions are calculated at the end of the school year
State Assessment Physical Fitness	5 th grade- Chatom >60% in HFZ -2 of 6 7 th grade- Mt. View >60% in HFZ – 4 of 6	5 th grade- Chatom >60% in HFZ -5 of 6 7 th grade- Mt. View >60% in HFZ – 4 of 6	5 th grade- Chatom >60% in HFZ -5 of 6 7 th grade- Mt. View >60% in HFZ – 5 of 6	5 th grade- Chatom >60% in HFZ -Pending 7 th grade- Mt. View >60% in HFZ - Pending	<ul style="list-style-type: none"> PFT Tests are completed in May. Results will be available in 2019-2020
Title III Data English Learners	2016 Dashboard ELPI Chatom – Yellow +3.1% MV- Yellow -1.6% CUSD – Green +2.1%	2017 Dashboard ELPI Chatom – Orange - 2.0% MV- Blue +5.9% CUSD – Yellow +1.4%	2018 EL Dashboard CUSD Level 4 29.2% Level 3 36% Level 2 19.4% Level 1 15.4%	2019 EL Dashboard Pending CUSD –	<ul style="list-style-type: none"> Summative ELPAC Tests are completed in Spring. Results will be available in 2019-2020

CAASPP Cohort Change Report

English Language Arts

Mean Scale Score

	2016-2017	2017-2018	Increase/Decrease	+/- Change
4th Grade Level 3 – 2473	3 rd Grade-2017 2393.6	4 th Grade- 2018 2435.8	Increase	+42.2
5th Grade Level 3 – 2502	4 th Grade-2017 2423.4	5 th Grade- 2018 2477.6	Increase	+54.2
6th Grade Level 3- 2531	5 th Grade-2017 2462.9	6 th Grade- 2018 2510.9	Increase	+48
7th Grade Level 3- 2552	6 th Grade-2017 2495.5	7 th Grade- 2018 2542.6	Increase	+47.1
8th Grade Level 3- 2567	7 th Grade-2017 2522.8	8 th Grade- 2018 2565.3	Increase	+42.5

Mathematics

Mean Scale Score

	2015-2016	2016-2017	Increase/Decrease	+/- Change
4th grade Level 3 – 2485	3 rd Grade-2017 2415.2	4 th Grade- 2018 2453.4	Increase	+38.2
5th Grade Level 3 – 2528	4 th Grade-2017 2437.5	5 th Grade- 2018 2469.3	Increase	+31.8
6th Grade Level 3 – 2552	5 th Grade-2017 2464.9	6 th Grade- 2018 2502.3	Increase	+37.4
7th Grade Level 3 – 2567	6 th Grade-2017 2469.3	7 th Grade- 2018 2490.0	Increase	+20.7
8th Grade Level 3 - 2586	7 th Grade-2017 2477.3	8 th Grade- 2018 2561.7	Increase	+84.4

Attachment – Data MetricsNote: Chatom Union School District is a TK-8th grade District. High School metrics are not applicable.**California Assessment of Performance and Progress (CAASPP)****Grade Level Distance from Level 3****English Language Arts****Mean Scale Score**

	2017	Distance from 3	2018	Distance from 3	+/- Change
4th Grade Level 3 – 2473	4 th Grade-2017 2423.4	-49.6	4 th Grade- 2018 2435.8	-37.2	+12.4
5th Grade Level 3 – 2502	5 th Grade-2017 2462.9	-39.1	5 th Grade- 2018 2477.6	-24.4	+14.7
6th Grade Level 3- 2531	6 th Grade-2017 2495.5	-35.5	6 th Grade- 2018 2510.9	-20.1	+15.4
7th Grade Level 3- 2552	7 th Grade-2017 2522.8	-29.2	7 th Grade- 2018 2542.6	-9.4	+19.8
8th Grade Level 3- 2567	8 th Grade – 2017 2555.6	-11.4	8 th Grade- 2018 2565.3	-1.7	+9.7

Mathematics**Mean Scale Score**

	2017	Distance from 3	2018	Distance from 3	+/- Change
4th grade Level 3 – 2485	4 th Grade-2017 2437.5	-47.5	4 th Grade- 2018 2453.4	-31.6	+15.9
5th Grade Level 3 – 2528	5 th Grade-2017 2464.9	-63.1	5 th Grade- 2018 2469.3	-58.7	+4.4
6th Grade Level 3 – 2552	6 th Grade-2017 2469.3	-82.7	6 th Grade- 2018 2502.3	-49.7	+33
7th Grade Level 3 – 2567	7 th Grade-2017 2477.3	-89.7	7 th Grade- 2018 2490.0	-77	+12.7
8th Grade Level 3 - 2586	8 th Grade – 2017 2538.6	-47.4	8 th Grade- 2018 2561.7	-24.3	+23.1

California Assessment of Performance and Progress (CAASPP)
District and Site Distance from Level 3

SBAC English Language Arts

Distance from Level 3

	2014-2015	2015-2016	2016-2017	2017-2018
CUSD	-28 points	-22.4 points	-29.9 points	-15.7 points
Chatom	-41.2 points	-29.6 points	-38.4 points	-19 points
Mountain View	-15.1 points	-15.8 points	-22.2 points	-11 points

SBAC Math

Distance from Level 3

	2014-2015	2015-2016	2016-2017	2017-2018
CUSD	-44.5 points	-50.7 points	-53.2 points	-37.1 points
Chatom	-44.1 points	-42.8 points	-37.1 points	-25 points
Mountain View	-44.9 points	-57.9 points	-65.7 points	-49.6 points

Level 4 Exceeded
Level 3 Met
Level 2 Nearly Met
Level 1 Not met