

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: 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	Alpine County Unified School District		
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2017-20 Plan Summary

THE STORY

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

Alpine County Unified School District and Alpine County Office of Education serve the students of Alpine County, a Frontier county with the smallest population in California. It is 95% forest reserves with 1,200 permanent residents with total student residence of approximately 130 students. The majority of Alpine County resident students, approximately 85, attend Diamond Valley Elementary School, a K-8 grade elementary school located in the Alpine County Unified School District. Approximately 30 students are enrolled outside of state and district boundaries for their high school experience in Douglas County, Nevada, through an interagency/interstate agreement. One to a few K-8 resident students attend a Douglas County middle school and it is anticipated after the 2018-19 school year, no K-8 Alpine County residents will attend Douglas County Schools. Interdistrict transfer permits (variances) were stopped since the LCFF formula does not provide for reimbursements to County Offices of Education for out of state education costs. One to a few Alpine County resident students attend schools in the Lake Tahoe Unified School District in El Dorado County, California via interdistrict transfer permits. Three students that reside in Douglas County, Nevada attend Diamond Valley Elementary School via interstate permits.

Bear Valley Elementary School in Alpine County closed on July 1, 2011 due to low enrollment. Therefore, approximately five Alpine County resident students receive their education in Calaveras County within the Vallecito Union School District. Bret Hart Union High School District is an option for when these students reach high school age. The parents of these students have expressed an interest in reopening the Bear Valley School, particularly as a K-5 school. Surveys are taken annually to determine these parents’ preferences which are shared with the School Board for consideration. The Board recently approved restoring the school to its pre July 1, 2011 state to prepare for a 2017-18 opening for young children, nonenrolled in a private early learning program non-profit, Busy Bears. They also approved planning for the full reopening for the 2018-2019 school year for K-5 or K-8 students.

Receiving a high school diploma within District/County boundaries is an option through Alpine County Office of Education’s alternative high school, the Alpine County Opportunity School. Currently, there is only one to a few students on independent study attending this school. Expelled youth would receive their diploma through the District’s Secondary Community Day School (CDS). There have been no students enrolled in CDS for the past few years.

The Alpine County Office of Education expanded its Early Learning Center in 2016-2017 to include infants in addition to preschoolers. The facility moved back to its previous location in August 2016 and its attendance has increased several fold over, to approximately 20 infants, toddlers, and preschoolers, the last few years.

This LCAP was written for the students receiving their education within District boundaries and attending Diamond Valley Elementary School, the alternative high school, Secondary Community Day School (CDS), and the Early Learning Center. There are no English Learners currently enrolled in District schools. Therefore, this LCAP does not address requirements for this subgroup of students. No students are currently enrolled in the CDS or alternative high school students whose goals include entering college upon completion of a diploma, therefore measureable outcomes including Advanced Placement exam results are not included. Immediate adjustments would be made should the District acquire any English Learner students, CDS students, or alternative high school students will college aspirations.

Due to various County and tribal agencies, Native American foster youth are not formally recognized as such. The Alpine County Office of Education is working with Alpine County Health and Human Services to properly identify any existing youth that could be categorized as foster youth. Despite bureaucratic obstacles and not receiving Foster Youth Grant revenue, Alpine County Office of Education normally would be granted, the District does invest counselling services and other resources to address the specific needs of these foster youth not formally recognized as such.

The school community has expressed a strong interest in providing the highest quality academic experience for all of its students, closing the achievement gap that exists for Native American Students, Socioeconomically Disadvantaged Students, and Special Education Students, keeping them engaged and successful during their time spent within Alpine County Schools, particularly in Math. The school community has also expressed strong interest in their students benefiting from programs that are offered in larger schools, including a Visual and Performing Arts (VAPA) program; a program for Advanced Learners; a sports program including the common competitive sports; and most recently a Science, Technology, Engineering, and Math (STEM) program. A STEM program was established for District K-8 students during the 2015-2016 school year and is currently in its formative stages. Additionally, a need for rigorous implementation of the state's new rigorous standards in English Language Arts (ELA) and Math at each grade level has been expressed, particularly with respect to closing the achievement gap for Native American students, low income students, and special education students with a focus on Math for the 2017-18 school year. Additionally, a need for teacher flexibility to meet the rigorous state expectations toward increasing student achievement has been expressed from both teachers and parents.

One practice has been for students in each of the kindergarten through eighth grades to not combine with another grade level (forming a "combo" to which this practice is often referred) in English Language Arts (ELA) or Math. This way, the teacher is able to fully implement both the ELA and Math curricula as appropriate at each grade level. Combo classes will be considered if class sizes decrease to a point where separating grade levels becomes financially impractical or less academically functional or both.

The school community also wishes to keep students engaged and successful during students' summer break by offering an engaging Summer Academy through the Alpine County Office of Education. The Academy provides unique ELA, Mathematics, and Physical Education experiences as well as computer coding and video production.

Diamond Valley Elementary School (DVE), the main school in Alpine County, was awarded the Gold Ribbon School award in 2016 for improvement in and outstanding student achievement and implementing the Positive Behavior Interventions and Supports framework. It also received the Title I Academic Achievement Award for its increased student performance in ELA and Math. Additionally, collectively DVES students scored below the state average on the spring 2013 California Standard Tests in ELA and Math, and well above the state average on the spring 2015 Smarter Balanced Assessment Consortium assessments in both subjects and even higher above state averages in the spring of 2016. This is evidenced by the District and Diamond Valley's Equity Report on the Dashboard being Blue for ELA and Green for Math.

A Facilities Advisory Committee was established in May 2016 with membership comprised of Board representatives, staff, and community members. The committee was formed to analyze District owned buildings,

establish a framework for the District to assess and define facility needs, and prioritize facility development and improvements. The Committee has been instrumental in making recommendations regarding heating and ventilation, structural repairs, and long term planning. The Committee will be even more instrumental as the District moves forward with reopening Bear Valley School.

Alpine County's Probation and Behavioral Health Departments, through the Youthful Offender Block Grant (YOBG) and Mental Health Services Act (MHSA), have provided substantial grants to the Alpine County Unified School District to positively affect school climate and student safety. For example, they continue to subsidize the implementation of a Positive Behavioral Interventions and Supports (PBIS) framework. District and County staff have been trained in this behavior management program that includes non-punitive consequences for shaping positive student behavior. This has represented an important shift away from a punishment based student discipline system. Additionally, the community has identified a need for more regimented consequences for student misbehavior and clearer and more frequent communication of these consequences to teachers, appropriate staff, parents, and students. Suspension rate has remained at 0% for the past two years. This corresponds to a state indicator rating of blue on the Dashboard.

LCAP HIGHLIGHTS

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

The Alpine County Unified School District and Alpine County Office of Education LCAPs were combined into one this school year. This year's LCAP was created with increased parent involvement and a direct connection to the School Board through the Board's two Strategic Planning representatives. Input made use of focus groups, which were suggested by the community to gather information from a wider and more representative range of stakeholders. A survey modified based on parent/guardian feedback was used to gather additional input.

In addition to an entirely new state template, this year's LCAP has identified specific metrics that can be clearly measured. The outcomes are aligned to the state indicators on the California Schools Dashboard whenever possible and local indicators created by the school community. Maintaining and increasing student achievement remains a high priority to the school community as well as the state. According to the latest results, fall 2016 results, DVES students are in the blue category in ELA and green in Math (LCAP State Priority Four), and blue in suspension rate (State Priority Six). The color code provides a degree of overall performance for each state indicator. For example, blue is the highest ranking in any particular indicator, followed by green, yellow, and orange with red being the lowest. The state accountability color codes were provided for groups of 30 or more students. Therefore only the school wide groups had accountability color codes. However, results without a color code are listed for the Native American, White, Economically Disadvantaged, and Special Education groups. Suspension rate includes all these groups as the entire TK-8th grade student body was included. The results show that student groups are generally increasing in performance in ELA, however in Math, they are decreasing with the exception of the white group. This LCAP provides for ensuring all student groups perform higher in both subjects, particularly in Math. Blue is the target next year for both ELA and Math and all subgroups need to demonstrate improvement in both subjects.

Clearer consequences for student discipline remains a need according to the stakeholder input received. An enhanced focus will be on the new Scaled Up Multi-tiered System of Supports (SUMS) initiative which includes PBIS. While the suspension rate remains zero, clearer consequences need to be provided and communicated to students, parents, teachers, and appropriate staff.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

Alpine County Unified School District has scored in the blue and green levels in the three numerically significant California Dashboard categories, English Language Arts, Math, and Suspension rate for the fall of 2016. English Language Arts was blue, Math was green, and suspension rate was blue.

All subgroups with the exception of the socioeconomically disadvantaged subgroup, for which there were 30 or less (non-numerically significant) and more than 10 students increased their English Language Arts scores. The subgroups are the economically disadvantaged, special education, white, and Native American.

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

GREATEST NEEDS

While not numerically significant, the special education, economically disadvantaged, and Native American subgroups contain more than 10 students and declined significantly in math.

Greater focus around student discipline remains a need. Implementation of clear consistent consequences and communication of them in this area has been expressed by community members and parents for Diamond Valley Elementary School.

More flexibility for teachers to close achievement gap.

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

PERFORMANCE GAPS

Gaps still exist between the white subgroup and the special education, economically disadvantaged, and Native American subgroups in both ELA and Math.

While the achievement gaps have decreased slightly for special education, economically disadvantaged and Native American subgroups in ELA, they have increased slightly for Math which will be an area of focus for the 2017-18 school year.

INCREASED OR IMPROVED SERVICES

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

Implement a high quality, structured digital English Language Arts and Math program for the preschool. Increase attention to the infant center and monitor implementation of First Five California principles. This will serve to close the achievement gap as early as possible in a student’s life.

Professional development on the Multi-Tiered System of Supports (MTSS) for all instructional staff and all staff for the PBIS component. This includes academic and behavioral interventions.

BUDGET SUMMARY

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$150,260

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

\$150,260

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

Although Alpine County Unified School District, as a community funded (Basic Aid) district, will not receive additional funds from the LCFF, the formula shows that approximately \$150,260 in supplemental and concentration funds are allocated to the district. The projection for the 2018-19 school year is \$154,572 and \$154,323 for the 2019-20 school year. These funds are calculated based on the number of unduplicated students. Although there are not identified Foster Youth and no English Learners, the low income students contribute to the unduplicated students. The district's unduplicated student enrollment was 64.16% at Period 1. Alpine County Unified School District will offer a variety of programs and supports specifically for low income students, and any foster youth that become identified and English Learners that become identified. This includes mental health support and strong academic supplemental instruction for students performing below grade level standards. The district also offers services and programs that are aligned with LCAP goals that serve all students such as: intervention counseling at Diamond Valley Elementary School, intervention classes for English Language Arts and Math, reduced Math class sizes, and straight grades for most grade levels. Additionally, the Positive Behavioral Interventions and Support (PBIS) framework will continue to be supported and a room that was constructed for a County Primary Intervention Program (PIP) will continue to be maintained. The PIP program supports students in need of additional positive and supportive attention. School-wide implementation of these practices will not only have an impact on the learning environment and the climate of the school as a whole but will also have a disproportionately positive impact on the targeted subgroups. The district recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized for students outside the focus subgroups. While 64.16% of the district's students served are unduplicated, there are other students with similar needs. By providing the services identified without limitations, Alpine County Unified School District will best serve all students, especially focus students.

\$150,260

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

<h2 style="margin: 0;">Goal 1</h2>	<p>Conditions of Learning: Alpine County Unified School District and the Alpine County Office of Education are committed to ensuring all students (including expelled youth, foster youth, students with exceptional needs and low income students) have complete access to a broad course of study in all standards-aligned core academic courses, physical education instruction, and Visual and Performing Arts (VAPA) with highly qualified teachers and within a healthy school environment. Specific to Foster Youth, the Superintendent will coordinate services with the county child welfare agency and local tribal agency to ensure proper identification of Foster Youth to share information, respond to the needs of the juvenile court system, and ensure transfer of health and education records.</p>
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State and/or Local Priorities Addressed by this goal:

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

ACUSD ANNUAL MEASURABLE OUTCOMES

EXPECTED

A. All teachers are properly credentialed and appropriately assigned, and all instruction is delivered by a properly credentialed, appropriately assigned teacher. (Priority 1)

ACTUAL

A. All teachers were fully credentialed and properly assigned.

EXPECTED

B. All materials used are accessible to all students. These include those used by advanced learners and online, are aligned to the state standards for each subject and are under the strong direction of an appropriately credentialed teacher. (Priority 1)

ACTUAL

B. All materials used aligned to state standards for each subject under the strong direction of an appropriately credentialed teacher.
 Math: McGraw Hill (K-5) and Glencoe (6-8)
 ELA: Houghton Mifflin (K-8)
 Science: Scott Foresman (K-6) and Prentice Hall (7-8)
 Social Studies: Scott Foresman (K-5), Pearson/Prentice Hall (6-

7), and Glencoe/McGraw Hill (8)

EXPECTED

C. Annual facilities inspection completed with 80% of the rankings of "Good or Higher." Complete repair of any item below Good within two weeks or as soon as practicable. (Priority 1)

ACTUAL

C. The annual facilities inspections were completed on 12/28/2016 and all categories were rated as good or better.

EXPECTED

D. Teachers identify professional development goals and work with administration to complete them. (Priority 2)

ACTUAL

D. All teachers have identified professional development goals in coordination with site administration

EXPECTED

E. In addition to ELA and Math, having one teacher assigned for every grade level, K-6, Visual and Performing Arts and PE courses have appropriately credentialed teachers. (Priority 7)

ACTUAL

E. Each grade level (K-8) ELA and Math course has an appropriately credentialed teacher assigned to teach the curriculum. In addition, the Visual/Performing Arts program, and the Physical Education courses are all led by an appropriately credentialed teacher.

EXPECTED

F. Fully developed Facilities Master Plan. (Priority 1)

ACTUAL

F. The Alpine County Unified School District Facilities Master Plan is currently under development with an anticipated completion during the 2017-18 school year.

ACOE ANNUAL MEASURABLE OUTCOMES

EXPECTED

A. All standards aligned materials used, including those used for credit recovery and online, will be available to all students. (Priority 1)

ACTUAL

A. All materials used, including those used for credit recovery and online, are aligned to the state standards for each subject.

EXPECTED

B. All teachers are properly credentialed and appropriately assigned, and all instruction is delivered by a properly credentialed, appropriately assigned teacher. (Priority 1)

ACTUAL

B. All teachers were fully credentialed and properly assigned.

EXPECTED

C. Annual facilities inspection completed and follow-up repair plan implemented. (Priority 1)

ACTUAL

C. The facilities are inspected annually and a plan is developed for needed repairs.

EXPECTED

D. Teachers participate in professional development aligned to state standards. (Priority 2)

ACTUAL

D. Teachers participated in professional development that is aligned to the California state standards throughout the school year.

EXPECTED

E. A variety of course offerings exist for students in an online setting and direct instruction. Focus these offerings into courses of study better suited to Opportunity School students. (Priority 7)

ACTUAL

E. Student needs are examined and a variety of courses are identified to help students meet their educational goals.

EXPECTED

ACTUAL

F. Participation in the Student Study Team (SST) process for identifying at risk students and options for services. (Priority 9)

F. Staff members and/or parents/guardians identify students at risk and convene a Student Study Team (SST).

EXPECTED

ACTUAL

G. All expelled youth graduate are on track to graduate. (Priority 9)

G. There are currently no expelled students enrolled in Alpine County Unified School District. However, if an expelled student does enroll in the district, procedures are in place to facilitate graduation.

EXPECTED

ACTUAL

H. All state identified foster youth, if we get identified foster youth, as well as all foster youth that for whatever reason were not stated identified, are on track to graduate as measured by enrollment in appropriate coursework. (Priority 10)

H. All foster youth are on track to graduate as measured by enrollment in appropriate coursework.

ACUSD/ACOE ACTIONS/SERVICES

Action

1

Actions/Services

PLANNED
ACUSD 1.1 Ensure all teachers are appropriately authorized per the requirements of the California Commission on Teacher Credentialing, to teach all courses needed but not yet offered by the District financially supporting classes for teachers or exams in order for them to obtain required qualifications. ~~Ensure all teachers are appropriately authorized per the requirements of the California Commission on Teacher~~

ACTUAL
ACUSD 1.1 All teachers are appropriately authorized to teach all needed courses. There is a process in place to financially support teachers as they complete CCSS online modules. The Human Resources department conducts a monthly review of certificated employee credentials including subject type, additional authorizations, and expiration dates. Credentialed employees are informed of pending expiration dates and any additional requirements for authorizations.

	Credentialing, to teach all needed courses needed by but not yet offered by the District financially supporting classes for teachers or exams in order for them to demonstrate obtain required qualifications.—(Priority 1)	
Expenditures	BUDGETED ACUSD 1.1 \$4,000	ESTIMATED ACTUAL ACUSD 1.1
Actions/Services	PLANNED ACOE 1.1 Purchase adopted materials for students and subscriptions to online credit recovery services that are all standards aligned. (Priority 1)	ACTUAL ACOE 1.1 All materials used, including those used for credit recovery and online, are aligned to the state standards for each subject.
Expenditures	BUDGETED ACOE 1.1 \$1,660	ESTIMATED ACTUAL ACOE 1.1
Actions/Services	PLANNED ACUSD 1.2 a. Provide textbooks and R replenish consumable adopted materials for students in ELA and Math academic subjects. 1.2 b. Consider subscribing to standards-aligned online age/grade and accelerated courses for <u>all students</u> . (Priority 1)	ACTUAL ACUSD 1.2 All consumable adopted materials for ELA and Math have been purchased for students. In addition, standards-aligned online age/grade accelerated courses have been utilized for identified advanced learners.
Expenditures	BUDGETED ACUSD 1.2 \$8,000	ESTIMATED ACTUAL ACUSD 1.2
Actions/Services	PLANNED ACOE 1.2 Ensure all teachers are appropriately authorized to teach all needed courses by financially supporting classes for teachers or exams in order for them to demonstrate required qualifications. (Priority 1)	ACTUAL ACOE 1.2 All teachers are properly credentialed and appropriately authorized to teach all needed courses. Teachers did not request funding for courses nor exams to demonstrate required qualifications during the 2016-2017 school year.
Expenditures	BUDGETED ACOE 1.2 \$1,000	ESTIMATED ACTUAL ACOE 1.2
Actions/Services	PLANNED ACUSD/ACOE 1.3 Fully implement a work order process and routine system for identifying structures in need of repair and cleaning in order to keep the physical plant healthy, safe, and inviting. For example heating, cooling, ventilation, drink water temperature, alternative drinking	ACTUAL ACUSD/ACOE 1.3 The existing work order process has been updated from previous years to increase efficiency. The Facilities Advisory Committee was formed in May 2016 with the focus of developing a Master Facilities Plan and prioritizing the completion of critical projects.

	<p>water solutions, and bathroom facilities. Consideration of a paperless hand washing restroom system, touchless faucets, and automatic flush toilets. Facilities Advisory Committee formed in May 2016 to create a Master Facilities Plan and prioritize completion of critical projects. (Priority 1)</p>	
Expenditures	<p>BUDGETED ACUSD/ACOE 1.3 \$0</p>	<p>ESTIMATED ACTUAL ACUSD/ACOE 1.3</p>
Actions/Services	<p>PLANNED ACUSD/ACOE 1.4 Encourage teachers to review student achievement when determining appropriate professional development. Based on teacher input, student achievement, and other areas of need; † teachers will be provided professional development (workshops, coaching) based on student achievement and areas of need. (Priority 2)</p>	<p>ACTUAL ACUSD/ACOE 1.4 Teachers were provided professional development based upon student achievement and identified areas of need.</p>
Expenditures	<p>BUDGETED ACUSD/ACOE 1.4 \$0</p>	<p>ESTIMATED ACTUAL ACUSD/ACOE 1.4</p>
Actions/Services	<p>PLANNED ACUSD/ACOE 1.5 Support the services of the teacher to develop individual course pathways <u>learning plans</u> leading to students' success toward accomplishing their goals. <u>See Diamond Valley Elementary School Single Plan for Student Achievement for details.</u> (Priority 7)</p>	<p>ACTUAL ACUSD/ACOE 1.5 The lack of students enrolled in the Community Day School prevented individualized student plans from being developed. However, there is a procedure in place to develop these plans upon a student enrolling in the program.</p>
Expenditures	<p>BUDGETED ACUSD/ACOE 1.5 \$3,000</p>	<p>ESTIMATED ACTUAL ACUSD/ACOE 1.5</p>
Actions/Services	<p>PLANNED ACUSD 1.6 Provide credential options offered by Commission on Teacher Credentialing for misassigned teachers. (Priority 1)</p>	<p>ACTUAL ACUSD 1.6 All teachers were properly assigned.</p>
Expenditures	<p>BUDGETED ACUSD 1.6 \$3,306</p>	<p>ESTIMATED ACTUAL ACUSD 1.6</p>

Actions/Services	<p>PLANNED</p> <p>ACOE 1.6 Ensure a Student Study Team (SST) is established and implemented toward the success of all students identified as having difficulties in attaining individual goals and a diploma. (Priority 9)</p>	<p>ACTUAL</p> <p>ACOE 1.6 A Student Study Team (SST) process is established and initiated either by the teacher, counselor, or parent/guardian.</p>
Expenditures	<p>BUDGETED</p> <p>ACOE 1.6 \$0</p>	<p>ESTIMATED ACTUAL</p> <p>ACOE 1.6</p>
Actions/Services	<p>PLANNED</p> <p>ACUSD 1.7 Use the Facility Inspection Tool (FIT) with Business Manager, Operations & Transportation Supervisor, community representative(s), and/or Principal/ Superintendent.</p> <p>Ensure existing heating and ventilation systems are functioning properly.</p> <p>Ensure restrooms are upgraded if it is determined they are not to County codes or industry standards.</p> <p>Address airflow concerns with new established Facilities Advisory Committee.</p> <p>Establish regular bathroom cleaning routine, for example hourly. (Priority 1)</p>	<p>ACTUAL</p> <p>ACUSD 1.7 The annual facilities inspections are scheduled to be reviewed in the Spring of 2017. The existing heating and ventilation system has been modernized and is functioning properly. Alpine County Unified School District hired an architect to perform a preliminary evaluation of the existing buildings. The architect's report was forwarded to the Facilities Advisory Committee and the school board for review and prioritization of recommendations.</p>
Expenditures	<p>BUDGETED</p> <p>ACUSD 1.7 \$100,000</p>	<p>ESTIMATED ACTUAL</p> <p>ACUSD 1.7</p>
Actions/Services	<p>PLANNED</p> <p>ACOE 1.7 Ensure the SST process is used whenever a student is expelled in order to ensure the continued education of the pupil as seamlessly as possible. (Priority 10)</p>	<p>ACTUAL</p> <p>ACOE 1.7 There is a Student Study Team (SST) process in place and ready to be used upon notification of an incoming expelled student.</p>
Expenditures	<p>BUDGETED</p> <p>ACOE 1.7 \$0</p>	<p>ESTIMATED ACTUAL</p> <p>ACOE 1.7</p>
Actions/Services	<p>PLANNED</p> <p>ACUSD 1.8 <u>For 17/18 1.8 Fully implement English Language Arts (ELA) and math adopted Common Core State Standard (CCSS) curriculum. Consider implementation of supplementary CCSS ELA materials (Standards Plus) and determine if still needed. For 17/18</u></p>	<p>ACTUAL</p> <p>ACUSD 1.8 The daily schedule ensures sufficient instructional minutes for all grades. In addition, sufficient instructional materials have been provided to the teaching staff to ensure curricular fidelity. Finally, there is an appropriate number of teaching staff to implement curriculum.</p>

	1.9 Provide parent/guardian education to support the academic achievement of DVE and CDS students through training provided after school 4 times per year, respectively, at Woodfords Indian Education Center and at Diamond Valley Elementary at "Parents Go Back to School Nights" on assisting their students with the adopted ELA and Math materials (Priority 1)	
Expenditures	BUDGETED ACUSD 1.8 \$40,000	ESTIMATED ACTUAL ACUSD 1.8
Actions/Services	PLANNED ACOE 1.8 Maintain awareness that the school could acquire a Foster Youth and maintain preparedness to use existing County agencies and resources to address specific needs. (Priority 10)	ACTUAL ACOE 1.8 The County office of Education is in communication with local county and tribal agencies with regards to Foster Youth and is prepared to use available local resources to address specific Foster Youth needs.
Expenditures	BUDGETED ACOE 1.8 \$10,349	ESTIMATED ACTUAL ACOE 1.8
Actions/Services	PLANNED ACUSD 1.9 Ensure appropriate schedule exists to include sufficient instructional minutes for all grades. Ensure adequate instructional materials are purchased for each subject. Ensure appropriate teaching staff exists to implement curriculum. Focus on continuing Physical Education program. Ensure schedule for all subjects includes recommended instructional minutes per the state's frameworks for these subjects. (Priority 1)	ACTUAL ACUSD 1.9 Sufficient minutes existed for all subjects including the Physical Education requirement. All required courses of study were taught by appropriately credentialed teachers. Physical Education courses were taught by self-contained teachers in a group setting.
Expenditures	BUDGETED ACUSD 1.9 \$0	ESTIMATED ACTUAL ACUSD 1.9
Actions/Services	PLANNED ACOE 1.9 The Superintendent will ensure school academic records are shared with the county child welfare agency and clearly communicate with educators of these students to limit changes in school placement. (Priority 10)	ACTUAL ACOE 1.9 The Superintendent communicates with the county child welfare agency in an effort to limit the effects that may occur with changing school placements. The information is passed to the educators of these students to limit further limit the impact that changing schools can cause.
Expenditures	BUDGETED	ESTIMATED ACTUAL

	ACOE 1.9 \$0	ACOE 1.9
Actions/Services	<p>PLANNED ACUSD 1.10 Employ appropriate staff and acquire adequate materials to provide an engaging academic program for all students enrolled in the Community Day School. (Priority 1)</p>	<p>ACTUAL ACUSD 1.10 All employees hired and/or assigned to support students in the Community Day School met required job description qualifications and credential requirements.</p>
Expenditures	<p>BUDGETED ACUSD 1.10 \$43,847</p>	<p>ESTIMATED ACTUAL ACUSD 1.10</p>
Actions/Services	<p>PLANNED ACOE 1.10 The Superintendent will immediately respond to requests for information from the juvenile court system to ensure delivery and coordination of needed services. (Priority 10)</p>	<p>ACTUAL ACOE 1.10 The Superintendent responds immediately to requests for information from the juvenile court system. This helps facilitate the delivery and coordination of needed services.</p>
Expenditures	<p>BUDGETED ACOE 1.10 \$0</p>	<p>ESTIMATED ACTUAL ACOE 1.10</p>
Actions/Services	<p>PLANNED ACUSD 1.11 Fund and maintain teaching staff levels so that straight grades are available for all students in ELA and math, and instruction is offered in all areas of required study. (Priority 1)</p>	<p>ACTUAL ACUSD 1.11 Straight grades for all K-8th grade ELA and Math students have been maintained for the 2016-17 school year.</p>
Expenditures	<p>BUDGETED ACUSD 1.11 \$716,821</p>	<p>ESTIMATED ACTUAL ACUSD 1.11</p>
Actions/Services	<p>PLANNED ACOE 1.11 The Superintendent will develop an efficient and expeditious process for transferring health and education records and the health and education passport. (Priority 10)</p>	<p>ACTUAL ACOE 1.11 The Superintendent is in the process of developing an efficient and expeditious procedure for transferring health and education records in conjunction with the health and education passport. (Priority 10)</p>
Expenditures	<p>BUDGETED ACOE 1.11 \$0</p>	<p>ESTIMATED ACTUAL ACOE 1.11</p>

Actions/Services	<p>PLANNED</p> <p>ACUSD 1.12. Provide professional development and resources for teachers to fully implement Common Core State Standard adopted materials. Including instructional focus on differentiated instruction to meet the needs of all students. This will include attending all mandatory trainings. All students are provided state mandated exams and participation targets are met. (Priority 2)</p>	<p>ACTUAL</p> <p>ACUSD 1.12 Professional development has been provided to all teachers. The main focus of the training has been in the areas of implementation of the Common Core State Standards adopted materials, supplementary support materials, and differentiation of instruction. During the 2015-16 school year, all students were provided state mandated exams and participation targets were met.</p>
Expenditures	<p>BUDGETED</p> <p>ACUSD 1.12 \$4,000</p>	<p>ESTIMATED ACTUAL</p> <p>ACUSD 1.12</p>
Actions/Services	<p>PLANNED</p> <p>ACUSD 1.13 Provide sufficient technology and staff to implement and maintain technology so that students can use technology as an instructional tool to increase performance within the required courses of study. (Priority 7)</p>	<p>ACTUAL</p> <p>ACUSD 1.13 Technology and staff have been provided to allow students sufficient access to technology as an instructional tool in an effort to increase performance within the required courses of study.</p>
Expenditures	<p>BUDGETED</p> <p>ACUSD 1.13 \$181,719</p>	<p>ESTIMATED ACTUAL</p> <p>ACUSD 1.13</p>
Actions/Services	<p>PLANNED</p> <p>ACUSD 1.14 Support a Facilities Advisory Committee comprised of Board representatives and community members to analyze District owned buildings, establish a framework for the District to assess and define facility needs, and prioritize facility development and improvements. (Priority 1)</p>	<p>ACTUAL</p> <p>ACUSD 1.14 The Facilities Advisory Committee was formed in May 2016 per LCAP planned action item 1.14. The focus of the committee has been to develop a Master Facilities Plan. In addition, Alpine County Unified School District hired an architect to perform a preliminary evaluation of the existing buildings. The architect's report was forwarded to the Facilities Advisory Committee and the school board for review and prioritization of recommendations.</p>
Expenditures	<p>BUDGETED</p> <p>ACUSD 1.14 \$0</p>	<p>ESTIMATED ACTUAL</p> <p>ACUSD 1.14</p>
Actions/Services	<p>PLANNED</p> <p>ACUSD 1.15 Expand one-to-one Chromebook fulfillment to grades K-3 to support implementing ELA and math. (Priority 7)</p>	<p>ACTUAL</p> <p>ACUSD 1.15 All students K-8th grade are now at a one-to-one ratio with Chromebooks.</p>
Expenditures	<p>BUDGETED</p> <p>ACUSD 1.15 \$1,200</p>	<p>ESTIMATED ACTUAL</p> <p>ACUSD 1.15</p>

Actions/Services	<p>PLANNED</p> <p>ACUSD 1.16 Survey instructional staff via email, by handouts, and during staff meetings regarding what professional development they would like as a group and individually with respect to implementing instructional technology. Provide professional development in consideration of the staff survey results using district technology staff during collaboration meetings to address staff survey results. This includes Promethean boards. (Priority 7)</p>	<p>ACTUAL</p> <p>ACUSD 1.16 The instructional staff was surveyed regarding professional development needs for the implementation of instructional technology. The staff was consulted and provided the survey results; and both teachers with proficient skills in identified areas and district technology staff have provided professional development to address staff survey results.</p>
Expenditures	<p>BUDGETED</p> <p>ACUSD 1.16 \$1,000</p>	<p>ESTIMATED ACTUAL</p> <p>ACUSD 1.16</p>
Actions/Services	<p>PLANNED</p> <p>ACUSD 1.17/ACOE 1.12 Alpine County resident students will be given the opportunity to choose a traditional, comprehensive high school to attend including Douglas High School in the Douglas County School District, Nevada; South Tahoe High School in the Lake Tahoe Unified School District, El Dorado county, CA; and the Bret Harte High School in the Bret Harte Union High School District, Calaveras County, CA.</p>	<p>ACTUAL</p> <p>ACUSD 1.17/ACOE 1.12 Alpine County resident students continue to be given the opportunity to attend a traditional, comprehensive high school in neighboring counties. These high schools include: Douglas High School in the Douglas County School District, Nevada; South Tahoe High School in the Lake Tahoe Unified School District, El Dorado County, CA; and the Bret Harte High School in the Bret Harte Union High School District, Calaveras County, CA</p>
Expenditures	<p>BUDGETED</p> <p>ACUSD 1.17/ACOE 1.12 \$369,527</p>	<p>ESTIMATED ACTUAL</p> <p>ACUSD 1.17/ACOE 1.12</p>
Actions/Services	<p>PLANNED</p> <p>ACUSD 1.18 Ensure collaboration time follows state guidelines (as outlined in the Commission on Teacher Credentialing (CTC) California Standards for the Teaching Profession) allowing teachers to collaborate surrounding student achievement results to formulate interventions and ensure that all students' diverse learning needs are met. The Single Plan for Student Achievement includes some suggestions for topics during collaboration times.</p>	<p>ACTUAL</p> <p>ACUSD 1.18 Teacher collaboration time follows the state guidelines (as outlined in the Commission on Teacher Credentialing California Standards for the Teaching Profession). Teachers collaborate on a number of topics including: student achievement results, identifying appropriate interventions and supports, professional development, and areas of concern that help ensure that all students' diverse learning needs are met.</p>
Expenditures	<p>BUDGETED</p> <p>ACUSD 1.18 \$0</p>	<p>ESTIMATED ACTUAL</p> <p>ACUSD 1.18</p>

ACUSD/ACOE ACTIONS/SERVICES

Goal 1: Conditions of Learning: Alpine County Unified School District and the Alpine County Office of Education are committed to ensuring all students (including expelled youth, foster youth, students with exceptional needs and low income students) have complete access to a broad course of study in all standards-aligned core academic courses, physical education instruction, and Visual and Performing Arts (VAPA) with highly qualified teachers and within a healthy school environment. Specific to Foster Youth, the Superintendent will coordinate services with the county child welfare agency and local tribal agency to ensure proper identification of Foster Youth to share information, respond to the needs of the juvenile court system, and ensure transfer of health and education records.

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.

Alpine County Unified School District and the Alpine County Office of Education have effectively implemented the actions and services articulated in the LCAP for Goal 1. The Alpine County Opportunity School and the Secondary Community Day School have no students enrolled in either program at this time.

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

The overall actions and services used to achieve the articulated goal are deemed to be helpful in ensuring that all students have complete access to a broad series of standards-aligned course. The LCFF Evaluation Rubric for Alpine County Unified School District indicates an overall Blue rating for English Language Arts and a Green rating for Mathematics. There are some area for growth in the Socioeconomically Disadvantaged, Students with Disabilities, and Native American subgroups, especially in the area of Mathematics. Moving forward, additional focus will be placed on actions and services deemed necessary to assist identified sub-groups make significant growth in both the English Language Arts and Mathematic portions of the Academic Indicators of the LCFF Evaluation Rubric.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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 remained the same. No other substantial changes were made to actions/services and expenditures. The original 2016-17 action/services item # 1.8 will be split into two separate action items as it was determined through parent input the need to clarify the original item.

Goal 2

Pupil Outcomes: The Alpine County Unified School District and the Alpine County Office of Education is committed to supporting students (including students with disabilities, ethnically diverse students, and low income students) holistically toward performing at high levels on the state's adopted standards.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ACUSD ANNUAL MEASURABLE OUTCOMES

EXPECTED

- A. Students increase individual achievement per state required assessments. (Priority 4)

ACTUAL

- A. Students, as a whole, have increased their academic achievement as indicated by state required assessment results.

EXPECTED

- B. All schools meet all targets toward exiting Program Improvement (PI). (Priority 4)

ACTUAL

- B. All schools have made academic progress and met all targets toward exiting Program Improvement (PI).

EXPECTED

- C. If state develops accountability expectations, students meet them. Regardless, student performance will increase as measured by state standardized test scores in ELA and Math, suspension rates will remain below the state average, attendance rates will stay the same or increase graduation rates will be above state averages. (Priority 4).

ACTUAL

- C. Students have met the new accountability system requirements as established by the California Department of Education.

EXPECTED

D. Prepare students to enroll in college or enter a career upon graduation from the Community Day School (CDS). (Priority 4)

ACTUAL

D. There have been no students enrolled in the Secondary Community Day School program this school year.

EXPECTED

E. Increased readiness rates on Early Assessment Program (EAP) assessments in CDS. (Priority 4)

ACTUAL

E. There have been no students enrolled in the Secondary Community Day School program this school year.

EXPECTED

F. Establishment of appropriate K-8 and 9-12 CDS CTE programs or equivalent. (Priority 8)

ACTUAL

F. Due to a lack of student enrollment, it was not possible to survey student interests. These interests would have been the basis for the development of a CTE program. As a result, there is no CTE program established at this time.

EXPECTED

G. Create plan for becoming accredited. (Priority 8)

ACTUAL

G. The WASC accreditation process has been initiated.

EXPECTED

H. Implementation of one teacher in ELA and Math for every grade level, K-6. Implementation of one teacher in each subject for Art, Music, and Sports; K-8. (Priority 8)

ACTUAL

H. Each grade level (K-8) ELA and Math course has an appropriately credentialed teacher assigned to teach the curriculum. The Visual and Performing Arts program is led by an appropriately credentialed teacher. The sports program is coordinated by the site administrator.

ACOE ANNUAL MEASURABLE OUTCOMES

EXPECTED

- A. Students increase individual achievement per state required assessments. (Priority 4)

ACTUAL

- A. No students took state required assessments during the 2016-17 school year.

EXPECTED

- B. If state develops accountability expectations, students meet them. Regardless, student performance will increase as measured by state standardized test scores in ELA and Math, suspension rates will remain below the state average, attendance rates will stay the same or increase graduation rates will be above state averages. (Priority 4).

ACTUAL

- B. No students took state required assessments during the 2016-17 school year. Suspension rates remained below the California state average. The average attendance rate was below expectations. The graduation rate was above the state average.

EXPECTED

- C. Students enroll in college or enter a career upon graduation as measured by an increase in access to courses of study aligned to UC or CSU entrance requirements or CTE. (Priority 4)

ACTUAL

- C. No students are currently enrolled in the Opportunity School.

EXPECTED

- D. Increased readiness rates on Early Assessment Program (EAP) assessments. (Priority 4)

ACTUAL

- D. No students took state required assessments during the 2016-17 school year.

EXPECTED

- E. Establishment of a CTE program or equivalent. (Priority 8)

ACTUAL

- E. Due to a lack of student enrollment, it was not possible to survey student interests. These interests would have been the basis for the development of a CTE program. As a result, there is no CTE program established at this time.

EXPECTED

ACTUAL

F. Create plan for becoming accredited. (Priority 8)

F. The WASC accreditation process has been initiated.

EXPECTED

ACTUAL

G. Increased outcomes on measures identified by Early Learning administrative staff. (Priority 8)

G.

ACUSD/ACOE ACTIONS/SERVICES

Action **2**

Actions/Services	<p>PLANNED</p> <p>ACUSD/ACOE 2.1 Focus instruction on standards-aligned adopted materials reviewing student performance data to determine how instruction can be adapted to increase individual student performance. Provide parent/ guardian education after school 4 times per year at Woodfords Indian Education Center and at Diamond Valley Elementary at “Parents In School Nights,” respectively, to support the academic achievement of DVE and CDS students. Parental partnerships are also included in the Single Plan for Student Achievement (SPSA). (Priority 4)</p>	<p>ACTUAL</p> <p>ACUSD/ACOE 2.1 Classroom instruction has been focused on the standards-aligned district-adopted materials. Student performance data is utilized to help shape and inform student instruction. Parents/guardians at Diamond Valley Elementary School were provided an opportunity to attend a Parent Participation Night on March 2, 2017. The breakout session included a variety of academic and social topics. Parents are involved in the development of the Single Plan for Student Achievement and the School Site Council.</p>
Expenditures	<p>BUDGETED</p> <p>ACUSD/ACOE 2.1 \$</p>	<p>ESTIMATED ACTUAL</p> <p>ACUSD/ACOE 2.1</p>
Actions/Services	<p>PLANNED</p> <p>ACUSD/ACOE 2.2 Identify students not performing at grade level and develop an intervention program to tailor</p>	<p>ACTUAL</p> <p>ACUSD/ACOE 2.2 Students performing below grade level expectations have been identified. Interventions and supports have</p>

	instruction toward increasing their performance (Priority 4)	been developed to help the identified student accelerate toward grade level mastery.
Expenditures	BUDGETED ACUSD/ACOE 2.2 \$0	ESTIMATED ACTUAL ACUSD/ACOE 2.2
Actions/Services	PLANNED ACUSD/ACOE 2.3 Teacher ensures students are taking and completing appropriate courses to meet their educational goals. (Priority 4)	ACTUAL ACUSD/ACOE 2.3 Teacher ensures students are taking and completing appropriate courses to meet their educational goals. Students are accelerated into the next grade level in academic areas as needed.
Expenditures	BUDGETED ACUSD/ACOE 2.3 \$0	ESTIMATED ACTUAL ACUSD/ACOE 2.3
Actions/Services	PLANNED ACUSD/ACOE 2.4 Ensure students choosing to enter college upon graduation take appropriate coursework to meet entrance requirements for the Cal State University and University of California system. (Priority 4)	ACTUAL ACUSD/ACOE 2.4 Due to a lack of student enrollment, student pathways were not developed this year. However, there is a process to determine the student's postsecondary goals and develop a customized educational plan to help them meet their goals.
Expenditures	BUDGETED ACUSD/ACOE 2.4 \$0	ESTIMATED ACTUAL ACUSD/ACOE 2.4
Actions/Services	PLANNED ACUSD/ACOE 2.5 Ensure students choosing to enter college take Early Assessment Program (EAP) Assessments. Employ use of counseling services for this. (Priority 4)	ACTUAL ACUSD/ACOE 2.5 No students took state required assessments during the 2016-17 school year due to a lack of student enrollment. However, there is a procedure in place to ensure enrolled students take the EAP assessments.
Expenditures	BUDGETED ACUSD/ACOE 2.5 \$68,991	ESTIMATED ACTUAL ACUSD/ACOE 2.5
Actions/Services	PLANNED ACUSD/ACOE 2.6 Ensure teacher has sufficient resources to support students' college readiness. Employ substitutes as needed. (Priority 4)	ACTUAL ACUSD/ACOE 2.6 Sufficient resources are in place to assist the teacher in supporting students' college readiness.
Expenditures	BUDGETED ACUSD/ACOE 2.6 \$0	ESTIMATED ACTUAL ACUSD/ACOE 2.6

Actions/Services	PLANNED ACUSD/ACOE 2.7 Ensure staff has sufficient time to develop a Career Technical Education program for students seeking to enter a career upon graduation. (Priority 8)	ACTUAL ACUSD/ACOE 2.7 Due to a lack of student enrollment in the Community Day School, it was not possible to survey student interests. These interests would have been the basis for the development of a CTE program. As a result, there is no CTE program established at this time.
Expenditures	BUDGETED ACUSD/ACOE 2.7 \$0	ESTIMATED ACTUAL ACUSD/ACOE 2.7
Actions/Services	PLANNED ACUSD/ACOE 2.8 Staff participates in accreditation process. (Priority 8)	ACTUAL ACUSD/ACOE 2.8 Staff was involved in the WASC accreditation process.
Expenditures	BUDGETED ACUSD/ACOE 2.8 \$1,200	ESTIMATED ACTUAL ACUSD/ACOE 2.8
Actions/Services	PLANNED ACUSD 2.9 Apply for accreditation. (Priority 8)	ACTUAL ACUSD 2.9 The WASC accreditation process has been initiated.
Expenditures	BUDGETED ACUSD 2.9 \$1,500	ESTIMATED ACTUAL ACUSD 2.9
Actions/Services	PLANNED ACOE 2.9 Expand Early Learning program to include all Alpine county residents from zero to five years of age. This includes adjusting staffing levels and relocation to a larger facility (Foothill Road site). (Priority 8)	ACTUAL ACOE 2.9 The Early Learning Center has relocated to a larger facility. The program has expanded to offer the opportunity for all Alpine county residents from ages zero to five years to enroll.
Expenditures	BUDGETED ACOE 2.9 \$282,104	ESTIMATED ACTUAL ACOE 2.9
Actions/Services	PLANNED ACUSD 2.10 Teachers use a variety of formative and summative assessment tools, independent of state standardized tests, to meet the educational needs of their students. (Priority 4)	ACTUAL ACUSD 2.10 Teachers use a variety of formative and summative assessment tools including, but not limited to, the state standardized tests, to help tailor instruction to meet the educational needs of their students.
Expenditures	BUDGETED ACUSD 2.10 \$1,000	ESTIMATED ACTUAL ACUSD 2.10

Actions/Services	<p>PLANNED ACUSD 2.11 Align instruction to increase student performance on Early Assessment Program (EAP) exams per state guidelines. Encourage participation of 11th graders in these exams. (Priority 4)</p>	<p>ACTUAL ACUSD 2.11 Due to a lack of student enrollment in the Community Day School, this action step was not taken this school year. However, instruction will be aligned to improve student performance on Early Assessment Program (EAP) exams per state guidelines. In addition, future 11th grade students will be encouraged to take these exams.</p>
Expenditures	<p>BUDGETED ACUSD 2.11 \$0</p>	<p>ESTIMATED ACTUAL ACUSD 2.11</p>
Actions/Services	<p>PLANNED ACUSD 2.12 Teachers utilize available information so they are able to create SMART (Strategic Measurable Attainable Results oriented and Time bound) and identify strategies to increase student achievement for individuals and groups of individual students. (Priority 4)</p>	<p>ACTUAL ACUSD 2.12 Teachers utilize a variety of information to develop individualized goals for their students. SMART (Strategic Measurable Attainable Results oriented and Time bound) goals have been further utilized. Teachers have also identified and implemented strategies designed to increase student achievement.</p>
Expenditures	<p>BUDGETED ACUSD 2.12 \$0</p>	<p>ESTIMATED ACTUAL ACUSD 2.12</p>
Actions/Services	<p>PLANNED ACUSD 2.13 Employ an instructional support staff to assist teachers and other certificated staff toward meeting student performance objectives. (Priority 4)</p>	<p>ACTUAL ACUSD 2.13 An Instructional Assistant was hired to assist the 7/8 grade teacher at the beginning of the school year. Subsequently, the Instructional Assistant was hired as an 8th teacher when it was determined that splitting the 7/8 grade class would be in the best educational interests of the students.</p>
Expenditures	<p>BUDGETED ACUSD 2.13 \$80,101</p>	<p>ESTIMATED ACTUAL ACUSD 2.13</p>
Actions/Services	<p>PLANNED ACUSD 2.14 Provide teachers professional development to help them effectively use state resources, such as the digital library, and interpret assessment data to benefit student outcomes. (Priority 4)</p>	<p>ACTUAL ACUSD 2.14 Teachers have been provided professional development to help them effectively use state resources, such as the digital library, and interpret assessment data to benefit student outcomes.</p>
Expenditures	<p>BUDGETED ACUSD 2.14 \$3,000</p>	<p>ESTIMATED ACTUAL ACUSD 2.14</p>

Actions/Services	<p>PLANNED ACUSD 2.15 District to provide professional development on the District's adopted core curriculum toward increasing student mastery on the state's required courses of study. (Priority 4)</p>	<p>ACTUAL ACUSD 2.15 The Alpine County Unified School District has provided professional development on the district's adopted core curriculum. The focus of this development has been to assist in developing both the teachers' and students' mastery within the state's required courses of study.</p>
Expenditures	<p>BUDGETED ACUSD 2.15 \$21,265</p>	<p>ESTIMATED ACTUAL ACUSD 2.15</p>
Actions/Services	<p>PLANNED ACUSD 2.16 Maintain an appropriate after school program offering an academically enriching environment as required by the After School Education and Safety grant. (Priority 4)</p>	<p>ACTUAL ACUSD 2.16 The Expanded Learning Program is an appropriate after school program that provides an academically enriching environment. This is a requirement of the After School Education and Safety grant.</p>
Expenditures	<p>BUDGETED ACUSD 2.16 \$50,000</p>	<p>ESTIMATED ACTUAL ACUSD 2.16</p>
Actions/Services	<p>PLANNED ACUSD 2.17 Maintain VAPA program with certificated and classified staff. Explore the support of student clubs such as Math Team, Geocaching, Watershed, etc. (Priority 8)</p>	<p>ACTUAL ACUSD 2.17 A Visual and Performing Arts (VAPA) program has been maintained by both certificated and classified staff. The program has been supplemented by contracting with a Music Consultant specializing in instrument instruction.</p>
Expenditures	<p>BUDGETED ACUSD 2.17 \$50,131</p>	<p>ESTIMATED ACTUAL ACUSD 2.17</p>
Actions/Services	<p>PLANNED ACUSD 2.18 Maintain straight grades for the Common Core State Standards (CCSS) for ELA and Math in identified grade levels K-6. (Priority 8)</p>	<p>ACTUAL ACUSD 2.18 Straight grades for the Common Core State Standards (CCSS) for ELA and Math have been maintained in the identified grade levels K-8.</p>
Expenditures	<p>BUDGETED ACUSD 2.18 \$0</p>	<p>ESTIMATED ACTUAL ACUSD 2.18</p>
Actions/Services	<p>PLANNED ACUSD 2.19 Ensure sports program to include cross country, basketball, volleyball, and track and field. (Priority 8)</p>	<p>ACTUAL ACUSD 2.19 A sports program continued to be offered at Diamond Valley Elementary School this school year.</p>

Expenditures	BUDGETED ACUSD 2.19 \$16,634	ESTIMATED ACTUAL ACUSD 2.19
Actions/Services	PLANNED ACUSD 2.20 In cooperation with the District Curriculum Council, identify potential project based learning opportunities in core curriculum where appropriate. (Priority 8)	ACTUAL ACUSD 2.20 The district's curriculum council was involved in the discussion of integration of project based learning opportunities at the beginning of the school year. Since that time, several classrooms have explored and implemented at least one project based learning opportunity this year.
Expenditures	BUDGETED ACUSD 2.20 \$0	ESTIMATED ACTUAL ACUSD 2.20

ACUSD/ACOE ACTIONS/SERVICES

Goal 2: Pupil Outcomes: The Alpine County Unified School District and the Alpine County Office of Education is committed to supporting students (including students with disabilities, ethnically diverse students, and low income students) holistically toward performing at high levels on the state’s adopted standards.

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.

Alpine County Unified School District and the Alpine County Office of Education have effectively implemented the actions and services articulated in the LCAP for Goal 2. It is important to note the Alpine County Opportunity School and the Secondary Community Day School have had no students enrolled in either program this year.

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

The overall actions and services used to achieve the articulated goal are deemed to be helpful in ensuring that all students have complete access to an academically rigorous standards-aligned and holistic curriculum. The LCFF Evaluation Rubric for Alpine County Unified School District indicates an overall Blue rating for English Language Arts and a Green rating for Mathematics. There are some areas for growth in the Socioeconomically Disadvantaged, Students with Disabilities, and Native American subgroups, especially in the area of Mathematics. Moving forward, additional focus will be placed on actions and services deemed necessary to assist identified subgroups make significant growth in both the English Language Arts and Mathematic portions of the Academic Indicators of the LCFF Evaluation Rubric. The Visual and Performing Arts (VAPA) program at Diamond Valley Elementary School continues to contribute toward a holistic education for all students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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 remained the same. No other substantial changes were made to actions/services and expenditures. After reviewing the LCFF Evaluation Rubrics, it has been determined that Mathematics is in need of additional supports in the area of instructional staff professional development.

Goal 3

Engagement: The Alpine County Unified School District and the Alpine County Office of Education is committed to providing a collaborative culture for all students (including expelled youth, students with exceptional needs, and low income students), parents, teachers, staff, and the community that promotes parental involvement and the social, emotional, and academic growth of all students.

State and/or Local Priorities Addressed by this goal:

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

ACUSD ANNUAL MEASURABLE OUTCOMES

EXPECTED

- A. Increased staff participation in Parent Advisory Committee Meetings and Alpine County Parent Club meetings so that parents can provide input used for the decisions staff make. (Priority 3)

ACTUAL

- A. Staff continues to participate in the Parent Advisory Committee Meetings and the Alpine County Parent Club.

EXPECTED

- B. Increased parental involvement in supporting student learning and academic success. School Climate Survey Results will be used. (Priority 3)

ACTUAL

- B. The implementation of Student Learning Plans for identified students and the Parent Participation Night have assisted in increasing parental involvement. In addition, the School Climate Committee is in the process of analyzing the School Climate Survey to identify areas of strength and areas of growth. The committee is continuing to identify areas of strength and areas of growth. The committee will utilize the results of their work to develop a plan that has multiple objectives including increasing stakeholder engagement.

EXPECTED

C. Improved student attendance rates and reduce chronic absenteeism or above the state average. (Priority 5)

ACTUAL

C. Student attendance rates have improved and are above the state average.

EXPECTED

D. Graduation rates, dropout rates, above state averages or, if state develops targets, meet targets. (Priority 5)

ACTUAL

D. The Community Day School does not have any students currently enrolled which does not permit addressing this outcome.

EXPECTED

E. Improve school safety and climate for students and staff as revealed by School Safety and Climate Survey results. (Priority 6)

ACTUAL

E. A school climate committee was formed this year for the purpose of analyzing the School Safety and Climate Survey. The committee is in the process of identifying areas of strength and areas of growth. The committee will utilize the results of their work to develop a plan that has multiple objectives including improving school safety and climate for students and staff.

EXPECTED

F. Reduce suspension and expulsion rates. (Priority 6)

ACTUAL

F. The suspension and expulsion rates continue to be significantly below the state average.

EXPECTED

G. Continued existence of the Student Study Team (SST) process for identifying at risk students and options for services. (Priority 6)

ACTUAL

G. Staff members participate in the Student Study Team (SST) process.

EXPECTED

H. Continuation of coordinated services support with community agency resources. (Priority 6)

ACTUAL

H. The district continues to coordinate a variety of student services and resources with community agencies.

EXPECTED

I. Increased referrals to programs, including County supported Primary Intervention Program (PIP) and Student Study Team. (Priority 5)

ACTUAL

I. There has been an increased number of referrals to the Primary Intervention Program (PIP).The number of referrals to the Student Study Team (SST) remained the same as the 2015-16 school year.

ACOE ANNUAL MEASURABLE OUTCOMES

EXPECTED

A. Increased staff participation in Parent Advisory Committee Meetings and Alpine County Parent Club meetings so that parents can provide input used for the decisions staff make. (Priority 3)

ACTUAL

A. Staff continues to participate in the Parent Advisory Committee Meetings and the Alpine County Parent Club.

EXPECTED

B. Increase parental involvement in supporting student learning and academic success. (Priority 3)

ACTUAL

B. Parents are involved in their student's learning and academic success through direct contact with the school's staff.

EXPECTED

C. Improved student attendance rates and reduce chronic absenteeism or above the state average. (Priority 5)

ACTUAL

C. The average attendance rate was below expectations. Unfortunately, the very low student enrollment causes even minor attendance issues to be reported as being disproportionately high.

EXPECTED

D. Graduation rates, dropout rates, above state averages or, if state develops targets, meet targets. (Priority 5)

ACTUAL

D. The 2015-16 graduation rate was above the state average. The 2015-16 dropout rate was below the state average. There are currently (3/16/17) no students enrolled in the Opportunity School.

EXPECTED

E. Improve school safety and climate for students and staff as measured by School Safety and Climate Survey. Reduce number of suspensions and expulsions (Priority 6)

ACTUAL

E. There were no suspensions during the 2015-16 and 2016-17 school years. At this time (3/16/17), there are no students enrolled in the Opportunity School which makes taking the School Safety and Climate Survey unattainable.

ACUSD/ACOE ACTIONS/SERVICES

Actions/Services	<p>PLANNED ACUSD/ACOE 3.1 Outreach to Parent Advisory Committee in the local Native American community to increase school involvement. (Priority 3)</p> <p>ACOE 3.1 Establish regular meetings between the Superintendent, staff, and parents in the Native American Community including parent workshops regarding school programs such as the toddler/infant program, Opportunity School, and assessment (Priority 3)</p>	<p>ACTUAL ACUSD/ACOE 3.1 The Alpine County Unified School District and the Alpine County Office of Education have reached out to the local Native American community in an effort to increase involvement in the schools and the Parent Advisory Committee.</p> <p>ACOE 3.1</p>
Expenditures	<p>BUDGETED ACUSD/ACOE 3.1 \$0</p>	<p>ESTIMATED ACTUAL ACUSD/ACOE 3.1</p>
Actions/Services	<p>PLANNED ACUSD/ACOE 3.2 Staff involvement in Alpine County Parent Club meetings in the local Native American Community as measured by sign in sheets. (Priority 3)</p>	<p>ACTUAL ACUSD/ACOE 3.2 Staff involvement in Alpine County Parent Club meetings. (Priority 3)</p>

Expenditures	BUDGETED ACUSD/ACOE 3.2 \$0	ESTIMATED ACTUAL ACUSD/ACOE 3.2
Actions/Services	PLANNED ACUSD/ACOE 3.3 Staff provided sufficient time for meeting at the Native American community education center to meet with parents of students regarding academic success and goals. Employ substitutes as needed. (Priority 3)	ACTUAL ACUSD/ACOE 3.3 Staff is provided sufficient time to meet with the parents of students regarding academic success and goals at the Woodfords Indian Education Center.
Expenditures	BUDGETED ACUSD/ACOE 3.3 \$300	ESTIMATED ACTUAL ACUSD/ACOE 3.3
Actions/Services	PLANNED ACUSD/ACOE 3.4 Ensure all district schools' attendance processes are followed for all students including phone calls home, attendance letters, and enlisting the support of other county agencies including Washoe Tribe Parole and Probation. (Priority 5)	ACTUAL ACUSD/ACOE 3.4 All of the district's schools' attendance processes are followed. This includes making phone calls home, sending attendance letters, and enlisting the support of other county agencies.
Expenditures	BUDGETED ACUSD/ACOE 3.4 \$0	ESTIMATED ACTUAL ACUSD/ACOE 3.4
Actions/Services	PLANNED ACUSD/ACOE 3.5 Teachers provided sufficient time for meeting at the Native American community education center to meet with parents of students regarding academic success and goals. (Priority 3)	ACTUAL ACUSD/ACOE 3.5 Teachers are provided sufficient time to meet with the parents of students regarding academic success and goals at the Woodfords Indian Education Center.
Expenditures	BUDGETED ACUSD/ACOE 3.5 \$0	ESTIMATED ACTUAL ACUSD/ACOE 3.5
Actions/Services	PLANNED ACUSD/ACOE 3.6 Staff monitors each student's course pathway to ensure students are completing courses at a sufficient rate. (Priority 3)	ACTUAL ACUSD/ACOE 3.6 The lack of students enrolled in the Community Day School prevented individualized student plans from being developed. However, there is a procedure in place to develop these plans upon a student enrolling in the program.
Expenditures	BUDGETED ACUSD/ACOE 3.6 \$0	ESTIMATED ACTUAL ACUSD/ACOE 3.6

Actions/Services	<p>PLANNED ACUSD/ACOE 3.7 Monitor students enrolled in neighboring counties and state school districts and ensure they are progressing sufficiently, or are invited back to Alpine County alternative high school in order to graduate on time and not drop out. Staff reviews progress reports and transcripts. (Priority 5)</p> <p>Ensure all teachers, staff, administrators, and county personnel are trained and adhere to the PBIS framework. (Priority 6)</p>	<p>ACTUAL ACUSD/ACOE 3.7 Staff monitors the progress of students who attend neighboring counties and state school districts. If students are not sufficiently progressing they are invited back to Alpine County alternative high school in order to remain enrolled and graduate on time. Staff reviews student progress reports and transcripts.</p> <p>Teachers, staff, administrators, and county personnel are trained and adhere to the PBIS framework.</p>
Expenditures	<p>BUDGETED ACUSD/ACOE 3.7 \$0</p>	<p>ESTIMATED ACTUAL ACUSD/ACOE 3.7</p>
Actions/Services	<p>PLANNED ACUSD/ACOE 3.8 Positive Behavioral Interventions and Supports (PBIS) framework is implemented toward increasing behaviors consistent with learning. Educate parents/guardians on the PBIS framework. Continue staff development and support of PBIS framework. (Priority 6)</p>	<p>ACTUAL ACUSD/ACOE 3.8 The Positive Behavioral Interventions and Supports (PBIS) framework is implemented with the focus of increasing behaviors consistent with learning. Staff professional development has continued to increase the knowledge and usage of the PBIS system at Alpine County Unified School District schools. Parent Participation Night included an opportunity for parents/guardians to become educated in on the PBIS framework utilized at Diamond Valley Elementary School.</p>
Expenditures	<p>BUDGETED ACUSD/ACOE 3.8 \$25,445</p>	<p>ESTIMATED ACTUAL ACUSD/ACOE 3.8</p>
Actions/Services	<p>PLANNED ACUSD/ACOE 3.9 Parent input is sought and used in creating the Single Plan for Student Achievement (SPSA) through meetings with parent groups and through surveys. (Priority 3)</p>	<p>ACTUAL ACUSD/ACOE 3.9 Parent input was sought and used in creating the Single Plan for Student Achievement (SPSA).</p>
Expenditures	<p>BUDGETED ACUSD/ACOE 3.9 \$0</p>	<p>ESTIMATED ACTUAL ACUSD/ACOE 3.9</p>
Actions/Services	<p>PLANNED ACOE 3.9 Ensure school counseling services are offered at Individualized Education Plan meetings. Create form for staff to use to refer students for school</p>	<p>ACTUAL ACOE 3.9 The school counseling services are offered at all individualized education plan meetings. A staff referral for school counseling services form is currently being developed.</p>

	counseling services. (Priority 5)	
Expenditures	BUDGETED ACOE 3.9 \$0	ESTIMATED ACTUAL ACOE 3.9
Actions/Services	PLANNED ACUSD 3.10 Establish parent groups as needed so that students in all special programs are represented. Certificated staff members directing specialized programs; such as Music, Art, sports, Special Education, and Advanced Learners; reach out to parents/guardians of participating students to involve them in the students' activities. Committee leaders reach out to parents/guardians to involve them in school site and District committees. Daily student announcements are emailed to all parents/guardians. Review opportunities for parent involvement. (Priority 3)	ACTUAL ACUSD 3.10 Certificated staff members directing specialized programs; such as Music, Art, sports, Special Education, and Advanced Learners have reached out to parents/guardians of participating students to involve them in the students' activities. Various committee leaders have reached out to parents/guardians in order to increase involvement in school site and District committees. The Diamond Valley Elementary School daily announcements are emailed to parents/guardians.
Expenditures	BUDGETED ACUSD 3.10 \$0	ESTIMATED ACTUAL ACUSD 3.10
Actions/Services	PLANNED ACOE 3.10 Develop process for establishing a cultural liaison for Individualized Education Plan meetings between the Native American Community and school. (Priority 5)	ACTUAL ACOE 3.10 The establishment of a cultural liaison for Individualized Education Plan meetings between the Native American Community and school is still in the process.
Expenditures	BUDGETED ACOE 3.10	ESTIMATED ACTUAL ACOE 3.10
Actions/Services	PLANNED ACUSD 3.11 Monitor current attendance system including family outreach and education regarding the importance of attendance and being on time to school, through the counselor and at "Back to School Night" and providing academic counseling. (Priority 5)	ACTUAL ACUSD 3.11 School staff monitors the student attendance system. Included in the system is family outreach, education regarding the importance of attendance and being on time to school, academic counseling through the counselor, and "Back to School Night" conversations.
Expenditures	BUDGETED ACUSD 3.11 \$0	ESTIMATED ACTUAL ACUSD 3.11

Actions/Services	<p>PLANNED ACUSD 3.12 Administer the Positive Behavior Interventions and Support (PBIS) program. Evaluate and provide staff development for the PBIS program. (Priority 6)</p>	<p>ACTUAL ACUSD 3.12 The district's schools currently utilize a Positive Behavior Interventions and Support (PBIS) program to encourage an increase of student behaviors consistent with learning. Staff professional development has continued to increase the knowledge and usage of the PBIS system at Alpine County Unified School District schools.</p>
Expenditures	<p>BUDGETED ACUSD 3.12 \$3,200</p>	<p>ESTIMATED ACTUAL ACUSD 3.12</p>
Actions/Services	<p>PLANNED ACUSD 3.13 Administer the California School Climate Survey (CSCS) to all staff. (Priority 6)</p>	<p>ACTUAL ACUSD 3.13 The California School Climate Survey (CSCS) will be administered to all staff in May 2017.</p>
Expenditures	<p>BUDGETED ACUSD 3.13 \$100</p>	<p>ESTIMATED ACTUAL ACUSD 3.13</p>
Actions/Services	<p>PLANNED ACUSD 3.14 Full time counselor employed to ensure the successful engagement of all students in the District's programs. (Priority 6)</p>	<p>ACTUAL ACUSD 3.14 A full time counselor is employed to help ensure the successful engagement of all students in the District's programs.</p>
Expenditures	<p>BUDGETED ACUSD 3.14 \$0</p>	<p>ESTIMATED ACTUAL ACUSD 3.14</p>
Actions/Services	<p>PLANNED ACUSD 3.15 Continue the Summer Academy providing an engaging environment in ELA, Math, and Physical Fitness with motivating supplemental curricula and instruction. (Priority 5)</p>	<p>ACTUAL ACUSD 3.15 The Summer Academy continued during the Summer of 2016 and plans are in place for continuance during the Summer of 2017. The main focus of the Summer Academy will continue to provide an engaging environment in ELA, Math, and Physical Fitness with motivating supplemental curricula and instruction. (Priority 5)</p>
Expenditures	<p>BUDGETED ACUSD 3.15 \$15,001</p>	<p>ESTIMATED ACTUAL ACUSD 3.15</p>
Actions/Services	<p>PLANNED ACUSD 3.16 Establish recurring open meetings with parents/guardians, community members, staff, and administration to share ideas on how to enhance student experiences, for example Food For Thought or Soup with</p>	<p>ACTUAL ACUSD 3.16 Two before school breakfast meetings were held for stakeholders to meet with the Superintendent in unstructured forum.</p>

	the Supt. (Priority 3)	
Expenditures	BUDGETED ACUSD 3.16 \$500	ESTIMATED ACTUAL ACUSD 3.16
Actions/Services	PLANNED ACUSD 3.17 Continue partnerships with neighboring counties to provide educational services and transportation to students impacted by closure of District schools (Bear Valley). (Priority 5)	ACTUAL ACUSD 3.17 The District has continued the partnerships with neighboring counties in an effort to provide educational services and transportation to students impacted by closure of District schools (Bear Valley). (Priority 5)
Expenditures	BUDGETED ACUSD 3.17	ESTIMATED ACTUAL ACUSD 3.17
Actions/Services	PLANNED ACUSD 3.18 Ensure parents have access to newly adopted ELA and Math programs and know how to access them online. (Priority 3)	ACTUAL ACUSD 3.18 School staff is available at the Woodfords Indian Education Center several times a week to facilitate parental knowledge and access to the adopted ELA and Math curriculum. Students and parents have access to the digital components of the adopted curriculum through online access and student accounts. A comprehensive plan to educate parents on the online components of the adopted ELA and Math programs is in progress.
Expenditures	BUDGETED ACUSD 3.18 \$750	ESTIMATED ACTUAL ACUSD 3.18
Actions/Services	PLANNED ACUSD 3.19 Continue to support all high school options including Douglas High School, South Tahoe High School, Community Day School, and Bret Harte High School. (Priority 3)	ACTUAL ACUSD 3.19 Alpine County Unified School District continues to support all high school options including Douglas High School, South Tahoe High School, Community Day School, and Bret Harte High School for students of Alpine County.
Expenditures	BUDGETED ACUSD 3.19	ESTIMATED ACTUAL ACUSD 3.19

ACUSD/ACOE ACTIONS/SERVICES

Goal 3: Engagement: The Alpine County Unified School District and the Alpine County Office of Education is committed to providing a collaborative culture for all students (including expelled youth, students with exceptional needs, and low income students), parents, teachers, staff, and the community that promotes parental involvement and the social, emotional, and academic growth of all students.

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.

Alpine County Unified School District and the Alpine County Office of Education continue to implement the actions and services articulated in the LCAP for Goal 3. The Alpine County Opportunity School and the Community Day School have no students enrolled in either program at this time.

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

The overall actions and services utilized by the Alpine County Unified School District and the Alpine County Office of Education have contributed to a more collaborative culture for all stakeholders. In addition, parental/guardian engagement on the Diamond Valley Elementary School campus has increased due to the implementation of the actions/services, such as the Parent Participation Night and the utilization of the Adult Education Block Grant. Other actions and services that have aided the involvement of parents/guardians have included reaching out to various community and parental organizations for input regarding various district and county processes.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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 goal remained the same. No other substantial changes were made to actions/services and expenditures.

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

The District/COE recruited for stakeholders to join the Local Control Accountability Plan Parent Advisory Committee through email blasts, notice in the school newsletter, and on the LEA website. Four parents joined the LCAP PAC and a schedule of monthly meetings was developed. Sandwiches, drinks, and childcare were provided to promote stakeholder turnout. The LCAP PAC focused on clarifying the 2016-2017 actions and services. The January 2017 LCAP PAC meeting was restructured as a Parent Talk Focus Group open to all community members and was facilitated by a moderator.

Two (2) Breakfast with the Superintendent events were held providing stakeholders the opportunity to meet with the Superintendent in an informal, unstructured setting. Light breakfast and an open ended/no agenda format was provided to promote stakeholder turnout. Greater promotion efforts were determined to be

The results of the focus group, LCAP PAC meetings, survey, and other stakeholder input was considered while preparing the 2016-2017 LCAP annual review and developing the 2017-2018 LCAP.

Date	Event	Location
8/25/2016	LCAP PAC meeting	Administrative Annex, Diamond Valley Elementary School site
9/21/2016	LCAP PAC meeting	Woodfords Indian Education Center 96B Washo Boulevard Markleeville, CA 96120
10/17/2016	LCAP PAC recruitment	Email blast to all District household email addresses on record
10/19/2016	LCAP PAC meeting	Administrative Annex, Diamond Valley Elementary School site
11/1/2016	LCAP PAC recruitment	Recruitment announcement in November 2016 Diamond Digest
11/7/2016	Breakfast with the Superintendent	Administrative Annex, Diamond Valley Elementary School site
11/16/2016	LCAP PAC meeting	Woodfords Indian Education Center 96B Washo Boulevard Markleeville, CA 96120
1/18/2017	Parent Talk Focus Group	Woodfords Indian Education Center 96B Washo Boulevard Markleeville, CA 96120
2/10/17 - 3/3/17	LCAP Survey	Link to survey on District website Mailed hard copy to all District households Email blast to all District household email addresses on record

			Announced in January 2017 Diamond Digest Administrative staff announced survey availability at various local agency meetings
3/29/2017	LCAP Survey		Diamond Valley Elementary School Student Council completed survey
4/6/2017	Breakfast with the Superintendent		Cafeteria, Diamond Valley Elementary School
4/14/2017	Board Goals Workshop		Administrative Annex, Diamond Valley Elementary School site
4/24/2017	Draft LCAP submitted for review		Submitted to California Department of Education
4/25/2017	Draft LCAP presented to Alpine Parents Club		Diamond Valley Elementary School site
4/26/2017	LCAP PAC meeting		Administrative Annex, Diamond Valley Elementary School site
5/1/2017	Draft LCAP presented to local Native American community Parent Advisory Committee		Woodfords Indian Education Center 96B Washo Boulevard Markleeville, CA 96120

IMPACT ON LCAP AND ANNUAL UPDATE

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

The feedback impacted the LCAP for the upcoming year by modifying the language in each Action and Service. The feedback from the survey data, focus group data, and informal feedback were used to confirm or add to actions and services.

Metrics were modified to align to input received through focus groups, surveys, LCAP PAC meetings, and general community input at various meetings.

Goals were made more concise for enhance communication to stakeholders.

This LCAP also addresses a need for teachers to have more flexibility in how they use the adopted curricula to close the achievement gaps in English Language Arts and particularly Math.

This LCAP also addresses the need for clear consequences for student behavior not consistent with a safe and productive learning environment and school climate. Additionally, it focuses on ensuring clear communication of consequences of student misbehavior to teachers, relevant staff, parents, and of course students.

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.

	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<u>Goal 1</u>	Alpine County USD/COE is committed to ensuring all students have access to a broad course of study with highly qualified teachers in a healthy and safe school environment.		

State and/or Local Priorities Addressed by this goal:

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

Identified Need

The following needs were identified as a result of stakeholder input and reviewing data from state and local metrics.

- A. All instruction is delivered by a properly credentialed, appropriately assigned teacher who meets all state and federal credentialing criteria. (Priority 1)
- B. Instructional materials are standards aligned and are accessible to all pupils. (Priority 1)
- C. Safe and functional facilities with all facets in working order. (Priority 1)
- D. Professional development in Math and English Language Arts toward implementing the state's content and performance standards noting that currently there are no English Learners in the District. (Priority 2)
- E. All students enrolled in a broad course of study including a strong Visual and Performing Arts program of courses and Physical Education (PE) instruction with each grade level of students having their own appropriately credentialed teacher. Advanced learners not restrained to age/grade courses and online course considered. (Priority 7)
- F. Facilities accommodate the needs of current and future students. (Priority 1)

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A. Percentage of Teachers meeting California Commission on Teacher Credentialing (CTC) requirements for their assigned subject (Priority 1)	100%	100%	100%	100%
B. Percentage of adopted instructional and supplemental materials used with adopted materials (e.g., Chromebooks) accessible to all students as measured by business and administrative records of ordered materials and student population for each grade level (priority 2)	100%	100%	100%	100%
C. Percentage of annual facilities inspection tool completed with each of the rankings of "Good or Higher" (Priority 1)	100%	100%	100%	100%
D. Percentage of ELA and Math teachers completing first five Common Core State Standards Professional Development Modules on California	ELA and Math teachers given to December 31 st of second year to complete first five Professional Development Modules on Common Core State Standards on California Department of Education's	65%	75%	85%

Department of Education's website. (Priority 2)	website. All teachers expected to complete them have done so.			
E. Percentage of teachers identifying with administration, one or more professional development goals every two years, and completing them.	No formal process	Establish formal process and all teachers identify one or more goals with administrators.	Establish formal process and all teachers identify one or more goals with administrators.	100% of goals identified; 75% completed on time.
Percentage of single grade levels with a dedicated teacher in ELA and Math when seven or more students are enrolled (Priority 7)	100%	88%	88%	88%
Development of a Facilities Master Plan. (Priority 1)	0% Formed Facilities Advisory Committee	Outline of Plan Complete	Draft of Plan Complete	Plan Complete

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 **1.1**

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

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

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<i>(School Community please note: regardless of status, all identified students will receive this action/service)</i>			
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Unduplicated Student Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Identified Need: A, E Ensure all teachers are appropriately credentialed and authorized to teach in their teaching assignments. (Priority 1)	Identified Need: A,E Ensure all teachers are appropriately credentialed and authorized to teach in their teaching assignments. (Priority 1)	Identified Need: A, E Ensure all teachers are appropriately credentialed and authorized to teach in their teaching assignments. (Priority 1)

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="\$8,306"/>	Amount <input type="text" value="\$8,306"/>	Amount <input type="text" value="\$8,306"/>

Source	ACUSD: \$4,000 Title I/Title II ACUSD: \$3,306 T-K Stipend ACOE: \$1,000 Title I/Title II	Source	ACUSD: \$4,000 Title I/Title II ACUSD: \$3,306 T-K Stipend ACOE: \$1,000 Title I/Title II	Source	ACUSD: \$4,000 Title I/Title II ACUSD: \$3,306 T-K Stipend ACOE: \$1,000 Title I/Title II
Budget Reference	ACUSD/ACOE: 5800	Budget Reference	ACUSD/ACOE: 5800	Budget Reference	ACUSD/ACOE: 5800

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 **1.2**

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

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

Location(s) All schools Specific Schools: ACOE Opp. Specific Grade spans: 9-12

OR

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

Students to be Served English Learners Foster Youth Low Income
(School Community please note: regardless of status, all students identified needing this action/service will receive this action/service)

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Identified Need: Goal 1 - E; Goal 2 - A, B Maintain teaching staff levels to ensure straight grades for English Language Arts and Mathematics. (Priority 1)	Identified Need: Goal 1 - E; Goal 2 - A, B Maintain teaching staff levels to ensure straight grades for English Language Arts and Mathematics. (Priority 1)	Identified Need: Goal 1 - E; Goal 2 - A, B Maintain teaching staff levels to ensure straight grades for English Language Arts and Mathematics. (Priority 1)

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$716,821	Amount: \$716,821	Amount: \$716,821
Source: ACUSD LCFF/EPA	Source: ACUSD LCFF/EPA	Source: ACUSD LCFF/EPA
Budget Reference: ACUSD: 1100	Budget Reference: ACUSD: 1100	Budget Reference: ACUSD: 1100

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 **1.3**

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

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

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income <i>(School Community please note: regardless of status, all students identified needing this action/service will receive this action/service)</i>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

Identified Need: Goal 1 - B, D, E; Goal 2 - A
 Sufficient state-aligned, school board adopted materials will be available for students' use. Teachers will use a variety of tools to help facilitate student success to include:

- 1) Develop student learning plans
- 2) Utilize the Student Study Team (SST) process
- 3) Utilize collaboration time as outlined by the Commission on Teaching Credentialing
- 4) Use data to implement a variety of interventions and supports

Identified Need: Goal 1 - B, D, E; Goal 2 - A
 Sufficient state-aligned, school board adopted materials will be available for students' use. Teachers will use a variety of tools to help facilitate student success to include:

- 1) Develop student learning plans
- 2) Utilize the Student Study Team (SST) process
- 3) Utilize collaboration time as outlined by the Commission on Teaching Credentialing
- 4) Use data to implement a variety of interventions and supports

Identified Need: Goal 1 - B, D, E; Goal 2 - A
 Sufficient state-aligned, school board adopted materials will be available for students' use. Teachers will use a variety of tools to help facilitate student success to include:

- 1) Develop student learning plans
- 2) Utilize the Student Study Team (SST) process
- 3) Utilize collaboration time as outlined by the Commission on Teaching Credentialing
- 4) Use data to implement a variety of interventions and supports

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	ACOE: \$2,660 ACUSD: \$77,847	Amount	ACOE: \$2,660 ACUSD: \$77,847	Amount	ACOE: \$2,660 ACUSD: \$77,847
Source	ACOE: \$1,660 Lottery ACOE: \$1,000 Title I/Title II ACUSD: \$2,000 Title I/Title II ACUSD: \$20,000 Adult Education Block Grant (half of previous year) ACUSD: \$43,847 LCFF ACUSD: \$12,000 REAP	Source	ACOE: \$1,660 Lottery ACOE: \$1,000 Title I/Title II ACUSD: \$2,000 Title I/Title II ACUSD: \$20,000 Adult Education Block Grant (half of previous year) ACUSD: \$43,847 LCFF ACUSD: \$12,000 REAP	Source	ACOE: \$1,660 Lottery ACOE: \$1,000 Title I/Title II ACUSD: \$2,000 Title I/Title II ACUSD: \$20,000 Adult Education Block Grant (half of previous year) ACUSD: \$43,847 LCFF ACUSD: \$12,000 REAP
Budget Reference	ACOE: 4100, 5800 ACUSD: 5800, 1100, 4400, 4100	Budget Reference	ACOE: 4100, 5800 ACUSD: 5800, 1100, 4400, 4100	Budget Reference	ACOE: 4100, 5800 ACUSD: 5800, 1100, 4400, 4100

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 **1.4**

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

[Students to be Served](#)

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

[Location\(s\)](#)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

[Students to be Served](#)

English Learners Foster Youth Low Income
(School Community please note: regardless of status, all students identified needing this action/service will receive this action/service)

[Scope of Services](#)

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

[Location\(s\)](#)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Identified Need: E Provide sufficient technology and staff to implement a one-to-one Chromebook program for Kindergarten-8th grade students.	Identified Need: E Provide sufficient technology and staff to implement a one-to-one Chromebook program for Kindergarten-8th grade students.	Identified Need: E Provide sufficient technology and staff to implement a one-to-one Chromebook program for Kindergarten-8th grade students.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$197,719	Amount \$197,719	Amount \$197,719
Source ACUSD: \$121,500 LCFF ACUSD: \$46,219 LCFF ACUSD: \$10,000 REAP ACUSD: \$12,000 REAP ACUSD: \$8,000 Lottery	Source ACUSD: \$121,500 LCFF ACUSD: \$46,219 LCFF ACUSD: \$10,000 REAP ACUSD: \$12,000 REAP ACUSD: \$8,000 Lottery	Source ACUSD: \$121,500 LCFF ACUSD: \$46,219 LCFF ACUSD: \$10,000 REAP ACUSD: \$12,000 REAP ACUSD: \$8,000 Lottery
Budget Reference ACUSD: 2200, 3000, 5800, 4400, 4100	Budget Reference ACUSD: 2200, 3000, 5800, 4400, 4100	Budget Reference ACUSD: 2200, 3000, 5800, 4400, 4100

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 **1.5**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income
(School Community please note: regardless of status, all students identified needing this action/service will receive this action/service)

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Identified Need: C, F The Facilities Advisory Committee will continue to identify, analyze, and prioritize facility needs through the use of a variety of tools including: 1) Utilize the Facility Inspection Tool (FIT) to identify areas of concern 2) The use of an effective work order process and repair system to correct any noted areas of concern 3) Complete Master Facilities Plan to establish a forward looking plan regarding the use of facility	Identified Need: C, F The Facilities Advisory Committee will continue to identify, analyze, and prioritize facility needs through the use of a variety of tools including: 1) Utilize the Facility Inspection Tool (FIT) to identify areas of concern 2) The use of an effective work order process and repair system to correct any noted areas of concern 3) Monitor Master Facilities Plan	Identified Need: C, F The Facilities Advisory Committee will continue to identify, analyze, and prioritize facility needs through the use of a variety of tools including: 1) Utilize the Facility Inspection Tool (FIT) to identify areas of concern 2) The use of an effective work order process and repair system to correct any noted areas of concern 3) Monitor Master Facilities Plan to establish a forward looking plan regarding the use of facility

assets
4) Assess and begin repairs required for Bear Valley School building to be safe and fully functional

4) Maintain Bear Valley School building to be safe and fully functional

assets
4) Maintain Bear Valley School building to be safe and fully functional

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount</p> <p>ACUSD: \$100,000 ACUSD: \$35,000 Bear Valley cost</p>	<p>Amount</p> <p>ACUSD: \$100,000 ACUSD: \$35,000 Bear Valley cost</p>	<p>Amount</p> <p>ACUSD: \$100,000 ACUSD: \$35,000 Bear Valley cost</p>
<p>Source</p> <p>ACUSD: Fund 14 ACUSD: Fund – Bear Valley</p>	<p>Source</p> <p>ACUSD: Fund 14 ACUSD: Fund – Bear Valley</p>	<p>Source</p> <p>ACUSD: Fund 14 ACUSD: Fund – Bear Valley</p>
<p>Budget Reference</p> <p>6200</p>	<p>Budget Reference</p> <p>6200</p>	<p>Budget Reference</p> <p>6200</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 **1.6**

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

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

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income <i>(School Community please note: regardless of status, all students identified needing this action/service will receive this action/service)</i>
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All schools

Specific Schools: _____

Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Identified Need: D Staff will be provided professional development based on teacher input, student achievement, other identified needs such as the integration of technology and state adopted curriculum.	Identified Need: D Staff will be provided professional development based on teacher input, student achievement, other identified needs such as the integration of technology and state adopted curriculum.	Identified Need: D Staff will be provided professional development based on teacher input, student achievement, other identified needs such as the integration of technology and state adopted curriculum.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: ACUSD: \$5,000	Amount: ACUSD: \$5,000	Amount: ACUSD: \$5,000
Source: ACUSD: Title I, Title II	Source: ACUSD: Title I, Title II	Source: ACUSD: Title I, Title II
Budget Reference: ACUSD: 5800	Budget Reference: ACUSD: 5800	Budget Reference: ACUSD: 5800

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 **1.7**

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

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

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

OR

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

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

(School Community please note: regardless of status, all students identified needing this action/service will receive this action/service)

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Identified Need: E The Superintendent will work closely with governmental agencies (such as Juvenile Court, Family Court, and Child Welfare) to ensure students have access to a broad course of curriculum. Alpine County resident students will be given an opportunity to attend neighboring comprehensive high schools. Their options include Douglas High School, South Lake Tahoe High School, and/or Bret Harte High School.	Identified Need: E The Superintendent will work closely with governmental agencies (such as Juvenile Court, Family Court, and Child Welfare) to ensure students have access to a broad course of curriculum. Alpine County resident students will be given an opportunity to attend neighboring comprehensive high schools. Their options include Douglas High School, South Lake Tahoe High School, and/or Bret Harte High School.	Identified Need: E The Superintendent will work closely with governmental agencies (such as Juvenile Court, Family Court, and Child Welfare) to ensure students have access to a broad course of curriculum. Alpine County resident students will be given an opportunity to attend neighboring comprehensive high schools. Their options include Douglas High School, South Lake Tahoe High School, and/or Bret Harte High School.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount ACOE: \$295,728 ACUSD: \$90,148	Amount ACOE: \$295,728 ACUSD: \$90,148	Amount ACOE: \$295,728 ACUSD: \$90,148
Source ACOE: \$10,349 Foster Youth ACOE: \$23,898 LCFF ACOE: \$8,842 LCFF ACOE: \$61,890 LCFF ACOE: \$12,639 LCFF ACOE: \$178,110 EPA ACUSD: \$42,944 LCFF ACUSD: \$15,889 LCFF ACUSD: \$23,315 LCFF	Source ACOE: \$10,349 Foster Youth ACOE: \$23,898 LCFF ACOE: \$8,842 LCFF ACOE: \$61,890 LCFF ACOE: \$12,639 LCFF ACOE: \$178,110 EPA ACUSD: \$42,944 LCFF ACUSD: \$15,889 LCFF ACUSD: \$23,315 LCFF	Source ACOE: \$10,349 Foster Youth ACOE: \$23,898 LCFF ACOE: \$8,842 LCFF ACOE: \$61,890 LCFF ACOE: \$12,639 LCFF ACOE: \$178,110 EPA ACUSD: \$42,944 LCFF ACUSD: \$15,889 LCFF ACUSD: \$23,315 LCFF

Budget Reference

ACUSD: \$8,000 Lottery
ACOE: 1000, 2200, 3000, 5100, 5200, ACUSD: 2200, 3000, 5200 4100

Budget
Reference

ACUSD: \$23,315 LCFF ACUSD: \$8,000 Lottery
ACOE: 1000, 2200, 3000, 5100, 5200, ACUSD: 2200, 3000, 5200 4100

Budget
Reference

ACUSD: \$8,000 Lottery
ACOE: 1000, 2200, 3000, 5100, 5200, ACUSD: 2200, 3000, 5200 4100

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.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 2

Goal 2. Pupil Outcomes: Alpine County USD/COE is committed to supporting students holistically toward performing at high levels on the state's adopted standards.
 Priorities: 4, 8

[State and/or Local Priorities Addressed by this goal:](#)

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

[Identified Need](#)

The following needs were identified as a result of stakeholder input and reviewing data from state and local metrics.

- A. All students, especially socioeconomically disadvantaged students, Native American students, and students with disabilities maximize academic achievement potential toward closing the achievement gap, particularly in math. (Priority 4)
- B. Flexibility and creativity for teachers to deliver curriculum, while maintaining fidelity to the Common Core State Standards, to narrow the achievement gap in Math and English Language Arts. (Priority 4)
- C. Sufficient time for collaboration and communication among staff members and between staff and administration to increase student achievement. (Priority 8)
- D. Students being college or career ready or both upon graduation from the Local Education Agencies' (LEAs') Alternative High Schools. (Priority 4)
- E. Students who desire a college pathway demonstrate readiness. (Priority 4)
- F. Cohesive Career Technical Education (CTE) Coursework/Internship Plan and monitoring tools as appropriate for K-8 and alternative high school. (Priority 8)
- G. Accredited high school. (Priority 8)
- H. Students exit County preschool program with all skills needed to achieve at high levels upon entering kindergarten.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A, B, C. CA School Dashboard ELA (Priority 4)	Blue ELA Fall 2016	Blue	Blue	Blue
A, B, C. CA School Dashboard Math (Priority 4)	Green ELA Fall 2016	Blue	Blue	Blue
D. Percentage of Students graduating from Community Day School (CDS) and Opportunity School with or before their age/grade level peers (Priority 4)	100% 2016-17 100% (Estimate for 2016-17 on track currently – low enrollment)	Meet or Exceed State Average	Meet or Exceed State Average	Meet or Exceed State Average
E. Early Assessment Program (EAP) Exam (Priority 4)	No students took the Exam	Within 35% of State average entering college ready on ELA and Math as measured by EAP	Within 25% of State average entering college ready on ELA and Math as measured by EAP	Within 15% of State average entering college ready on ELA and Math as measured by EAP
F. Establishment of appropriate K-8 and 9-12 CDS CTE programs, partnerships, or equivalent. (Priority 8)	Not Established	Partners, programs, or equivalent identified.	Establishment of Program, Partnership, or Equivalent	Establishment of Program, Partnership, or Equivalent
G. CDS and Opportunity Schools Accredited (Y/N) (Priority 8)	No (WASC agency stated to wait until six or more students are enrolled)	Depending on whether or not accrediting agency permits accreditation, apply.	Monitor	Monitor
H. Desired Results Developmental Profile (DRDP) outcomes for Cognition (COG), Including Math and Science – Percentage of Preschoolers at Building or Integrating Levels (Exploring and	85% Exploring: 1% Developing: 14% Building 71% Integrating: 14%	87.5%	90%	92.5%

Developing are the two lower levels)				
H. Desired Results Developmental Profile (DRDP) outcomes for Language and Literacy Development (LLD) - Percentage of Preschoolers at Building or Integrating Levels (Exploring and Developing are the two lower levels)	57% Exploring: 14% Developing: 29% Building: 43% Integrating: 14%	65%	75%	80%

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 **2.1**

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

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

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income	<i>(School Community please note: regardless of status, all students identified needing this action/service will receive this action/service)</i>	
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR	<input type="checkbox"/> Limited to	
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: Early Learning Center	<input type="checkbox"/> Specific Grade spans: _____		

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Identified Need: H For ages 0-5 1) Maintain Early Learning program to include all Alpine County residents from zero to five years of age, including adjusting staffing levels (Priority 8) 2) Invest resources and efforts toward repairing the Bear Valley School building to be in a condition ready for the Busy Bears Preschool to provide a program for early learners 3) Implement a high quality, research-based structured curriculum for the County Early Learning Program	Identified Need: H For ages 0-5 1) Maintain Early Learning program to include all Alpine County residents from zero to five years of age, including adjusting staffing levels (Priority 8) 2) Maintain Bear Valley School building in a condition for the Busy Bears Preschool to provide a program for early learners 3) Continue a high quality, research-based structured curriculum for the County Early	Identified Need: H For ages 0-5 1) Maintain Early Learning program to include all Alpine County residents from zero to five years of age, including adjusting staffing levels (Priority 8) 2) Maintain Bear Valley School building in a condition for the Busy Bears Preschool to provide a program for early learners 3) Continue a high quality, research-based structured curriculum for the County Early Learning Program

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount ACOE: \$282,104</p> <p>Source ACOE: CSPP First 5/LCFF Fund 12 2000 \$155,626 12 3000 \$59,866 12 4000 \$7,003 12 5000 \$39,184 12 7000 \$20,425</p> <p>Budget Reference ACOE: 2000,3000, 4000, 5000, 7000</p>	<p>Amount ACOE: \$282,104</p> <p>Source ACOE: CSPP First 5/LCFF Fund 12 2000 \$155,626 12 3000 \$59,866 12 4000 \$7,003 12 5000 \$39,184 12 7000 \$20,425</p> <p>Budget Reference ACOE: 2000,3000, 4000, 5000, 7000</p>	<p>Amount ACOE: \$282,104</p> <p>Source ACOE: CSPP First 5/LCFF Fund 12 2000 \$155,626 12 3000 \$59,866 12 4000 \$7,003 12 5000 \$39,184 12 7000 \$20,425</p> <p>Budget Reference ACOE: 2000,3000, 4000, 5000, 7000</p>

Action **2.2**

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

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

Location(s) All schools Specific Schools: Diamond Valley Elementary School Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income
(School Community please note: regardless of status, all students identified needing this action/service will receive this action/service)

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

Location(s) All schools Specific Schools: Diamond Valley Elementary School Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Identified Need: A, B, C

For grades K-8
 Maintain core subject matter courses and enriching after school programs taught by credentialed, appropriately authorized teachers and supported by qualified classified staff:

- 1) Confer with District Curriculum Council to identify potential project based learning in core curriculum
- 2) Continue operating Expanded Learner Program in accord with the After School Education and Safety Grant
- 3) Continue Visual and Performing Arts (VAPA)
- 4) Continue K-6 straight grades for Common Core state standards in ELA and Math
- 5) Continue sports programs including cross country, track and field, volleyball; consider basketball

2018-19

New Modified Unchanged

Identified Need: A, B, C

For grades K-8
 Maintain core subject matter courses and enriching after school programs taught by credentialed, appropriately authorized teachers and supported by qualified classified staff:

- 1) Confer with District Curriculum Council to identify potential project based learning in core curriculum
- 2) Continue operating Expanded Learner Program in accord with the After School Education and Safety Grant
- 3) Continue Visual and Performing Arts (VAPA)
- 4) Continue K-6 straight grades for Common Core state standards in ELA and Math
- 5) Continue sports programs including cross country, track and field, volleyball; consider basketball

2019-20

New Modified Unchanged

Identified Need: A, B, C

For grades K-8
 Maintain core subject matter courses and enriching after school programs taught by credentialed, appropriately authorized teachers and supported by qualified classified staff:

- 1) Confer with District Curriculum Council to identify potential project based learning in core curriculum
- 2) Continue operating Expanded Learner Program in accord with the After School Education and Safety Grant
- 3) Continue Visual and Performing Arts (VAPA)
- 4) Continue K-6 straight grades for Common Core state standards in ELA and Math
- 5) Continue sports programs including cross country, track and field, volleyball; consider basketball

BUDGETED EXPENDITURES

2017-18

Amount	ACUSD: \$116,765
Source	ACUSD: \$26,353 ASES 2100 \$9,751 ASES 3000 \$13,896 LCFF 5200 \$50, LCFF 1100 000 \$16,634 LCFF 1130
Budget Reference	ACUSD: 2100, 3000, 5200, 1100, 1130

2018-19

Amount	ACUSD: \$116,765
Source	ACUSD: \$26,353 ASES 2100 \$9,751 ASES 3000 \$13,896 LCFF 5200 \$50, LCFF 1100 000 \$16,634 LCFF 1130
Budget Reference	ACUSD: 2100, 3000, 5200, 1100, 1130

2019-20

Amount	ACUSD: \$116,765
Source	ACUSD: \$26,353 ASES 2100 \$9,751 ASES 3000 \$13,896 LCFF 5200 \$50, LCFF 1100 000 \$16,634 LCFF 1130
Budget Reference	ACUSD: 2100, 3000, 5200, 1100, 1130

Action **2.3**

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

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input checked="" type="checkbox"/> Specific Schools: Alpine County Opportunity School (County), Alpine Secondary Community Day School (District) <input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income <i>(School Community please note: regardless of status, all students identified needing this action/service will receive this action/service)</i>
	<u>Scope of Services</u> <input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input checked="" type="checkbox"/> Specific Schools: Alpine County Opportunity School, Alpine Secondary Community Day School (District) <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Identified Need: D, E, F For grades 9-12 Prepare students to meet their post-secondary school goals: 1) Offer coursework to a) increase student performance on Early Assessment Program (EAP) exams and promote participation in 11th grade, and b) meeting entrance requirements for California State University and University of California system 2) Provide staff resources for student college and career readiness 3) Provide staff time to develop a Career Technical Education program	Identified Need: D, E, F For grades 9-12 Prepare students to meet their post-secondary school goals: 1) Offer coursework to a) increase student performance on Early Assessment Program (EAP) exams and promote participation in 11th grade, and b) meeting entrance requirements for California State University and University of California system 2) Provide staff resources for student college and career readiness 3) Provide staff time to develop a Career	Identified Need: D, E, F For grades 9-12 Prepare students to meet their post-secondary school goals: 1) Offer coursework to a) increase student performance on Early Assessment Program (EAP) exams and promote participation in 11th grade, and b) meeting entrance requirements for California State University and University of California system 2) Provide staff resources for student college and career readiness 3) Provide staff time to develop a Career Technical

	Technical Education program	Education program
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BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	ACUSD: \$68,991	Amount	ACUSD: \$68,991	Amount	ACUSD: \$68,991
Source	ACUSD: \$50,200 LCFF \$18,791 LCFF	Source	ACUSD: \$50,200 LCFF \$18,791 LCFF	Source	ACUSD: \$50,200 LCFF \$18,791 LCFF
Budget Reference	ACUSD: 1200, 3000	Budget Reference	ACUSD: 1200, 3000	Budget Reference	ACUSD: 1200, 3000

Action **2.4**

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

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

Location(s) All schools Specific Schools: Alpine County Opportunity School Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income
(School Community please note: regardless of status, all students identified needing this action/service will receive this action/service)

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

Location(s) All schools Specific Schools: Alpine County Opportunity School Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

Identified Need: G High school accreditation: 1) Staff participates in process 2) Apply for accreditation	Identified Need: G High school accreditation: 1) Staff participates in process 2) Apply for accreditation	Identified Need: G High school accreditation: 1) Staff participates in process 2) Apply for accreditation
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BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	ACOE: \$2,700	Amount	ACOE: \$2,700	Amount	ACOE: \$2,700
Source	ACOE: LCFF	Source	ACOE: LCFF	Source	ACOE: LCFF
Budget Reference	ACOE: 5800	Budget Reference	ACOE: 5800	Budget Reference	ACOE: 5800

Action **2.5**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income
(School Community please note: regardless of status, all students identified needing this action/service will receive this action/service)

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
---------	---------	---------

New Modified Unchanged

Identified Need: A, B, C

For all students
Meet, support, and increase academic objectives and performance:

- 1) Provide focused, standards-aligned instruction
- 2) Provide parent/guardian education after school 4 times per year at Woodfords Indian Education Center and Diamond Valley Elementary School "Parent Participation Night"
- 3) Develop intervention program for underperforming students particularly in ELA and Math for Native American, special education, and economically disadvantaged students
- 4) Ensure students are taking and completing courses appropriate to their educational goals
- 5) Teachers use assessment tools to adapt instruction to student needs
- 6) Teachers utilize available information to create SMART (Strategic Measurable Attainable Results oriented and Time bound) goals
- 7) Coordinate classified personnel to support certificated staff
- 8) Continue to provide professional development to teachers and appropriate staff as MTSS is implemented

New Modified Unchanged

Identified Need: A, B, C

For all students
Meet, support, and increase academic objectives and performance:

- 1) Provide focused, standards-aligned instruction
- 2) Provide parent/guardian education after school 4 times per year at Woodfords Indian Education Center and Diamond Valley Elementary School "Parent Participation Night"
- 3) Continue intervention program for underperforming students particularly in ELA and Math for Native American, special education, and economically disadvantaged students
- 4) Ensure students are taking and completing courses appropriate to their educational goals
- 5) Teachers use assessment tools to adapt instruction to student needs
- 6) Teachers utilize available information to create SMART (Strategic Measurable Attainable Results oriented and Time bound) goals
- 7) Coordinate classified personnel to support certificated staff
- 8) Continue to provide professional development to teachers and appropriate staff as MTSS is implemented

New Modified Unchanged

Identified Need: A, B, C

For all students
Meet, support, and increase academic objectives and performance:

- 1) Provide focused, standards-aligned instruction
- 2) Provide parent/guardian education after school 4 times per year at Woodfords Indian Education Center and Diamond Valley Elementary School "Parent Participation Night"
- 3) Continue intervention program for underperforming students particularly in ELA and Math for Native American, special education, and economically disadvantaged students
- 4) Ensure students are taking and completing courses appropriate to their educational goals
- 5) Teachers use assessment tools to adapt instruction to student needs
- 6) Teachers utilize available information to create SMART (Strategic Measurable Attainable Results oriented and Time bound) goals
- 7) Coordinate classified personnel to support certificated staff
- 8) Continue to provide professional development to teachers and appropriate staff as MTSS is implemented

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	ACUSD: \$80,101	Amount	ACUSD: \$80,101	Amount	ACUSD: \$80,101
Source	ACUSD: \$40,165 SPED 2100 \$14,861 SPED 3000 \$18,303 Title I 2100 \$6,772 Title I 3000	Source	ACUSD: \$40,165 SPED 2100 \$14,861 SPED 3000 \$18,303 Title I 2100 \$6,772 Title I 3000	Source	ACUSD: \$40,165 SPED 2100 \$14,861 SPED 3000 \$18,303 Title I 2100 \$6,772 Title I 3000
Budget Reference	ACUSD: 2100, 3000, 2100, 3000	Budget Reference	ACUSD: 2100, 3000, 2100, 3000	Budget Reference	ACUSD: 2100, 3000, 2100, 3000

Action **2.6**

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

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

OR

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

Students to be Served	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income <i>(School Community please note: regardless of status, all students identified needing this action/service will receive this action/service)</i>
Scope of Services	<input checked="" type="checkbox"/> LEA-wide Unduplicated Student Group(s) <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to _____
Location(s)	<input checked="" type="checkbox"/> All schools spans: _____ <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Identified Need: A, B, C For all students, provide teachers professional development on the District's adopted core curriculum to: 1) Effectively use state resources 2) Assess data to benefit student outcomes 3) Increase student mastery on standards aligned curriculum	Identified Need: A, B, C For all students, provide teachers professional development on the District's adopted core curriculum to: 1) Effectively use state resources 2) Assess data to benefit student outcomes 3) Increase student mastery on standards aligned curriculum	Identified Need: A, B, C For all students, provide teachers professional development on the District's adopted core curriculum to: 1) Effectively use state resources 2) Assess data to benefit student outcomes 3) Increase student mastery on standards aligned curriculum

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
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Amount	ACUSD: \$24,265	Amount	ACUSD: \$24,265	Amount	ACUSD: \$24,265
Source	ACUSD: \$3,000 Title I/Title II \$21,265 Educator Effectiveness	Source	ACUSD: \$3,000 Title I/Title II \$21,265 Educator Effectiveness	Source	ACUSD: \$3,000 Title I/Title II \$21,265 Educator Effectiveness
Budget Reference	ACUSD: 5800	Budget Reference	ACUSD: 5800	Budget Reference	ACUSD: 5800

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 3

Engagement: Alpine County USD/COE is committed to providing a collaborative culture for students, parents, teachers, staff and the community which promotes the social, emotional, and academic growth of all students.

[State and/or Local Priorities Addressed by this goal:](#)

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

[Identified Need](#)

The following needs were identified as a result of stakeholder input and reviewing data from state and local metrics.

- A. Parent input in decision-making pertaining to school. (Priority 3)
- B. Healthy social, emotional, and academic well-being and overall positive school climate. (Priority 6)
- C. Open communication, transparency, and trust. (Priority 3)
- D. High student attendance rates and low chronic absenteeism rates. (Priority 5)
- E. High graduation rates and low dropout rates at all schools at all levels, K-12. (Priority 5)
- F. Positive school safety and climate for students and staff. (Priority 6)
- G. Inviting environment to meet the needs of students who have emotional barriers to learning. (Priority 6)
- H. Procedures to prevent pupil suspension and expulsions. If suspensions or expulsions do occur, documentation showing all steps per Board Policy and Education Code were implemented. (Priority 6)
- I. Clear and consistent guidelines of consequences for disruptive behavior, following the Positive

Behavioral Interventions and Supports (PBIS) framework, communicated to staff, students, and parents/guardians. (Priority 6)
 J. After student disciplinary incidents occur, clearly communicated administrative consequences to students, parents, teachers, and appropriate staff. (Priority 6)
 K. Maintenance of a seamless relationship between the District and County to facilitate the continued education of expelled youth and students with impending expulsions. (Priority 6)
 L. Maintenance of coordination of services between the District's Community Day School (CDS) and the County's Alternative High School so that the education of expelled students is as minimally disruptive as possible, if an expulsion occurs. (Priority 6)

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A. Average percentage of areas under "Parental Involvement" section of California School Parent Survey (CSPS) marked Agree or Strongly Agree- Five Areas pages 20-21 Table A12.1 (Priority 3)	64% (2015-16) Don't Know: 2% Strongly Disagree: 15% Disagree: 20% Agree: 53% Strongly Agree: 11%	75%	80%	85%
B., C., F., G. Percentile rank on School Climate Report Card (Priority 6)	50 th Percentile	60%	65%	70%
D. CA Schools Dashboard Chronic Absenteeism (Priority 5)	No state data available 95% attendance	No state data available 96% attendance	97% or Green	97.5% or Blue
E. Graduation Rate	No state data available due to low numbers. 100% in Spring 2016	All school age students eligible to graduate, graduate	All school age students eligible to graduate, graduate	All school age students eligible to graduate, graduate
B. CA Schools Dashboard - Suspension (Priority 6)	Blue	Remain Blue	Remain Blue	Remain Blue
H., I., J. Average percentage of areas	76% (2015-16)	80%	82.5%	85%

<p>under “Discipline and Counseling” section of California School Climate Survey (CSCS) marked Agree or Strongly Agree- Four Areas pages 51-52 Table A10.2 (Priority 3)</p>	<p>Don't Know: 0% Strongly Disagree: 0% Disagree: 24% Agree: 72% Strongly Agree: 4%</p>			
<p>K.,L. Presence or absence of partnerships toward increasing individual student mental health. (Priority 6)</p>	<p>Present: Sheriff, Mental Health, Behavioral Health, LTCC,</p>	<p>Maintain or Increase Partnerships</p>	<p>Maintain or Increase Partnerships</p>	<p>Maintain Presence</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 **3.1**

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

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

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
	<i>(School Community please note: regardless of status, all students identified needing this action/service will receive this action/service)</i>		
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Student Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>Identified Need: A, B, C, I, J</p> <p>Promote parental engagement and continuing parent/guardian outreach to increase school involvement by:</p> <ol style="list-style-type: none"> 1) Partnering with the local Native American community Parent Advisory Committee 2) Staff participation in Alpine County Parent Club in the local Native American community 3) Facilitating staff and parent/guardian meetings on student progress at the Woodfords Indian Education Center 	<p>Identified Need: A, B, C, I, J</p> <p>Promote parental engagement and continuing parent/guardian outreach to increase school involvement by:</p> <ol style="list-style-type: none"> 1) Partnering with the local Native American community Parent Advisory Committee 2) Staff participation in Alpine County Parent Club in the local Native American community 3) Facilitating staff and parent/guardian meetings on student progress at the Woodfords Indian Education Center 	<p>Identified Need: A, B, C, I, J</p> <p>Promote parental engagement and continuing parent/guardian outreach to increase school involvement by:</p> <ol style="list-style-type: none"> 1) Partnering with the local Native American community Parent Advisory Committee 2) Staff participation in Alpine County Parent Club in the local Native American community 3) Facilitating staff and parent/guardian meetings on student progress at the Woodfords Indian Education Center

- 4) Developing a process to establish a cultural liaison for Individualized Education Plan meetings between the Native American community and school
- 5) Meeting with the Superintendent, staff, and parents/guardians in the Native American community including parent workshops regarding school programs
- 6) Seeking parent input on development of the Single Plan for Student Achievement (SPSA) through meetings and surveys
- 7) Committee leaders and staff contacting parents/guardians promoting participation in student activities, the school site, and District and County committees
- 8) Emailing daily announcements to parents/guardians
- 9) Continuing recurring open, informal meetings with parents/guardians, community members, staff, and administration (Food For Thought, Breakfast with the Superintendent)
- 10) Continually exploring opportunities for parent/guardian involvement
- 11) Educating parents/guardians on accessing adopted ELA and Math programs online

- 4) Developing a process to establish a cultural liaison for Individualized Education Plan meetings between the Native American community and school
- 5) Meeting with the Superintendent, staff, and parents/guardians in the Native American community including parent workshops regarding school programs
- 6) Seeking parent input on development of the Single Plan for Student Achievement (SPSA) through meetings and surveys
- 7) Committee leaders and staff contacting parents/guardians promoting participation in student activities, the school site, and District and County committees
- 8) Emailing daily announcements to parents/guardians
- 9) Continuing recurring open, informal meetings with parents/guardians, community members, staff, and administration (Food For Thought, Breakfast with the Superintendent)
- 10) Continually exploring opportunities for parent/guardian involvement
- 11) Educating parents/guardians on accessing adopted ELA and Math programs online

- 4) Developing a process to establish a cultural liaison for Individualized Education Plan meetings between the Native American community and school
- 5) Meeting with the Superintendent, staff, and parents/guardians in the Native American community including parent workshops regarding school programs
- 6) Seeking parent input on development of the Single Plan for Student Achievement (SPSA) through meetings and surveys
- 7) Committee leaders and staff contacting parents/guardians promoting participation in student activities, the school site, and District and County committees
- 8) Emailing daily announcements to parents/guardians
- 9) Continuing recurring open, informal meetings with parents/guardians, community members, staff, and administration (Food For Thought, Breakfast with the Superintendent)
- 10) Continually exploring opportunities for parent/guardian involvement
- 11) Educating parents/guardians on accessing adopted ELA and Math programs online

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	ACUSD: \$1,550	Amount	ACUSD: \$1,550	Amount	ACUSD: \$1,550
Source	ACUSD: \$800 LCFF \$750 Adult Education Block Grant	Source	ACUSD: \$800 LCFF \$750 Adult Education Block Grant	Source	ACUSD: \$800 LCFF \$750 Adult Education Block Grant
Budget Reference	ACUSD: 2201, 4300, 4100	Budget Reference	ACUSD: 2201, 4300, 4100	Budget Reference	ACUSD: 2201, 4300, 4100

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 **3.2**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income
(School Community please note: regardless of status, all students identified needing this action/service will receive this action/service)

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>Identified Need: B, C, D, E, F, G, H, I, J, K, L</p> <p>Promote student engagement by:</p> <ol style="list-style-type: none"> 1) Follow and document every step of the attendance process 2) Staff monitor student's classes and course pathways to support subject mastery toward educational goals 3) Continuing partnership with neighboring counties for educational services and transportation of students impacted by closure of District/COE schools (Bear Valley) 4) Develop a plan to reopen the Bear Valley School 	<p>Identified Need: B, C, D, E, F, G, H, I, J, K, L</p> <p>Promote student engagement by:</p> <ol style="list-style-type: none"> 1) Follow and document every step of the attendance process 2) Staff monitor student's classes and course pathways to support subject mastery toward educational goals 3) Continuing partnership with neighboring counties for educational services and transportation of students impacted by closure of District/COE schools (Bear Valley) 4) Develop a plan to reopen the Bear Valley School 	<p>Identified Need: B, C, D, E, F, G, H, I, J, K, L</p> <p>Promote student engagement by:</p> <ol style="list-style-type: none"> 1) Follow and document every step of the attendance process 2) Staff monitor student's classes and course pathways to support subject mastery toward educational goals 3) Continue partnership with neighboring counties for educational services and transportation of students impacted by closure of District/COE schools (Bear Valley) 4) Develop a plan to reopen the Bear Valley School

for the 2018-2019 school year

- 5) Continue to employ a full time counselor
- 6) Continue the Summer Academy to include ELA, Math, and Physical Fitness with supplemental curricula and instruction
- 7) Continue to support all high school options including Douglas High School, South Tahoe High School, Community Day School, Opportunity School, and Bret Harte High School (Priority 3)
- 8) Staff monitor academic progress of high school students enrolled in school districts outside of Alpine County through progress report and transcript review
- 9) Invite academically and/or behaviorally at-risk, resident students attending high schools outside of Alpine County to enroll in the county alternative high school to work toward graduation
- 10) Counselor will identify foster youth through informal process and counsel each student based on their unique needs

for the 2018-2019 school year

- 5) Continue to employ a full time counselor
- 6) Continue the Summer Academy to include ELA, Math, and Physical Fitness with supplemental curricula and instruction
- 7) Continue to support all high school options including Douglas High School, South Tahoe High School, Community Day School, Opportunity School, and Bret Harte High School (Priority 3)
- 8) Staff monitor academic progress of high school students enrolled in school districts outside of Alpine County through progress report and transcript review
- 9) Invite academically and/or behaviorally at-risk, resident students attending high schools outside of Alpine County to enroll in the county alternative high school to work toward graduation
- 10) Counselor will identify foster youth through informal process and counsel each student based on their unique needs

for the 2018-2019 school year

- 5) Continue to employ a full time counselor
- 6) Continue the Summer Academy to include ELA, Math, and Physical Fitness with supplemental curricula and instruction
- 7) Continue to support all high school options including Douglas High School, South Tahoe High School, Community Day School, Opportunity School, and Bret Harte High School (Priority 3)
- 8) Staff monitor academic progress of high school students enrolled in school districts outside of Alpine County through progress report and transcript review
- 9) Invite academically and/or behaviorally at-risk, resident students attending high schools outside of Alpine County to enroll in the county alternative high school to work toward graduation
- 10) Counselor will identify foster youth through informal process and counsel each student based on their unique needs

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$20,000	Amount	\$20,000	Amount	\$20,000
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

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 **3.3**

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

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

Location(s)

All schools

Specific Schools: _____

Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

(School Community please note: regardless of status, all students identified needing this action/service will receive this action/service)

Scope of Services

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

Location(s)

All schools

Specific Schools: _____

Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Identified Need: B, C, F, G, I, J

Foster a positive school climate and developing behaviors consistent with learning by:

- 1) Continue to administer, support, and provide staff development for the Positive Behavioral Interventions and Supports (PBIS) framework
- 2) Offer and provide school counseling services at Individualized Education Plan meetings
- 3) Continue student referrals to school counseling services
- 4) Continue to administer the California Healthy Kids Survey (CHKS), California School Climate Survey (CSCS), and the California School Parent Survey (CSPS) to evaluate the students, parents/guardians, and staffs' perspective of the school's social, physical, and academic environment
- 5) School sites ensure at least minimum number of required participants complete climate surveys (CHKS, CSCS, CSPS) to yield valid and reliable results
- 6) Share survey results with staff to develop a plan of

2018-19

New Modified Unchanged

Identified Need: B, C, F, G, I, J

Foster a positive school climate and developing behaviors consistent with learning by:

- 1) Continue to administer, support, and provide staff development for the Positive Behavioral Interventions and Supports (PBIS) framework
- 2) Offer and provide school counseling services at Individualized Education Plan meetings
- 3) Continue student referrals to school counseling services
- 4) Continue to administer the California Healthy Kids Survey, California School Climate Survey, and the California School Parent Survey to evaluate the students, parents/guardians, and staffs' perspective of the school's social, physical, and academic environment
- 5) School sites ensure at least minimum number of required participants complete climate surveys (CHKS, CSCS, CSPS) to yield valid and reliable results
- 6) Share survey results with staff to develop a

2019-20

New Modified Unchanged

Identified Need: B, C, F, G, I, J

Foster a positive school climate and developing behaviors consistent with learning by:

- 1) Continue to administer, support, and provide staff development for the Positive Behavioral Interventions and Supports (PBIS) framework
- 2) Offer and provide school counseling services at Individualized Education Plan meetings
- 3) Continue student referrals to school counseling services
- 4) Continue to administer the California Healthy Kids Survey, California School Climate Survey, and the California School Parent Survey to evaluate the students, parents/guardians, and staffs' perspective of the school's social, physical, and academic environment
- 5) School sites ensure at least minimum number of required participants complete climate surveys (CHKS, CSCS, CSPS) to yield valid and reliable results
- 6) Share survey results with staff to develop a plan

action
 7) Site administration will follow board policy to revise discipline matrix and establish communication protocol for students, parents/guardians, and appropriate staff
 8) Site administration will communicate student consequences to students, parents/guardians, and appropriate staff

plan of action
 7) Follow discipline matrix and communication protocol for students, parents/guardians, and appropriate staff
 8) Site administration will communicate student consequences to students, parents/guardians, and appropriate staff

of action
 7) Follow discipline matrix and communication protocol for students, parents/guardians, and appropriate staff
 8) Site administration will communicate student consequences to students, parents/guardians, and appropriate staff

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	ACUSD: \$56,645	Amount	ACUSD: \$56,645	Amount	ACUSD: \$56,645
Source	ACUSD: \$24,545 Youth Offender Block Grant \$32,000 Mental Health Services Act \$100 LCFF	Source	ACUSD: \$24,545 Youth Offender Block Grant \$32,000 Mental Health Services Act \$100 LCFF	Source	ACUSD: \$24,545 Youth Offender Block Grant \$32,000 Mental Health Services Act \$100 LCFF
Budget Reference	1200, 5900	Budget Reference	1200, 5900	Budget Reference	1200, 5900

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 150,260

Percentage to Increase or Improve Services:

0 %

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](#)).

Although the Alpine County Unified School District and the Alpine County Office of Education are a community funded (Basic Aid) district that does not receive additional funds from the LCFF, the formula shows that approximately \$150,260 in supplemental and concentration funds are allocated to Alpine County Unified School District. The projection for the 2017-18 year is \$154,572 and \$154,323 for the 2018-19 school year. These funds are calculated based on the number of unduplicated students. Although there are no identified Foster Youth and no English Learners, the low income students contribute to the unduplicated students. The district's unduplicated student enrollment was 64.16% at Period 1.

Alpine County Unified School District and Alpine County Office of Education offers a variety of programs and supports specifically designed for low income students, and any foster youth and/or English Learners that become identified. These programs and supports include mental health support and strong academic supplemental instruction for students performing below grade level standards. The district and county office also offer services and programs that are aligned with LCAP goals that serve all students such as: intervention counseling at Diamond Valley Elementary School, intervention classes for English Language Arts and Math classes, straight grades for Kindergarten through Eighth Grade, and academic core settings of English Language Arts and Mathematics for Kindergarten through Eighth grades. Additionally, Positive Behavioral Interventions and Support (PBIS) framework will continue to be supported and a room that was constructed for a County Primary Intervention Program (PIP) will continue to be maintained. The PIP program supports staff identified students in need of additional positive and supportive attention. School-wide implementation of these practices will not only have an impact on the learning environment and the climate of the school as a whole but will also have a disproportionately positive impact on the targeted subgroups.

The LCFF Accountability Rubric demonstrates the effectiveness of Alpine County Unified School District and Alpine County Office of Education's dedication in meeting the various needs of both unduplicated pupils and the whole student body overall. Alpine County Unified School District met all performance categories with a rating of Green or above. The suspension rates for all schools within the organizations are rated as very low as indicated by the Blue rating. The academic indicators have an overall rating of Blue for English Language Arts and Green for Mathematics. In English Language Arts, the unduplicated pupils in the Socioeconomically disadvantaged subgroup were identified as having a low rating; however this population did grow by 4.5% over last year. In Mathematics, the unduplicated pupils in the Socioeconomically disadvantaged subgroup were identified as having a low rating and declined from the previous year. This is the reasoning behind the extra emphasis in the identified need for additional support in the area of mathematics.

The district and county recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized for students outside the focus subgroups. While 64.16% of the district's students served are unduplicated students, there are other students with similar needs. By

providing the services identified without limitations, Alpine County Unified School District will best serve all students. Though the district and county utilizes actions and services that are available to all students, it has been determined that all expenditures are aligned with the LCAP goals and address the needs of our low income students as well as English Learners and foster youth, should the district acquire them.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. 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, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

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

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

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

[Budget Summary](#)

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

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *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, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by 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 mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

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

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

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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