

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Curtis Creek Elementary School District

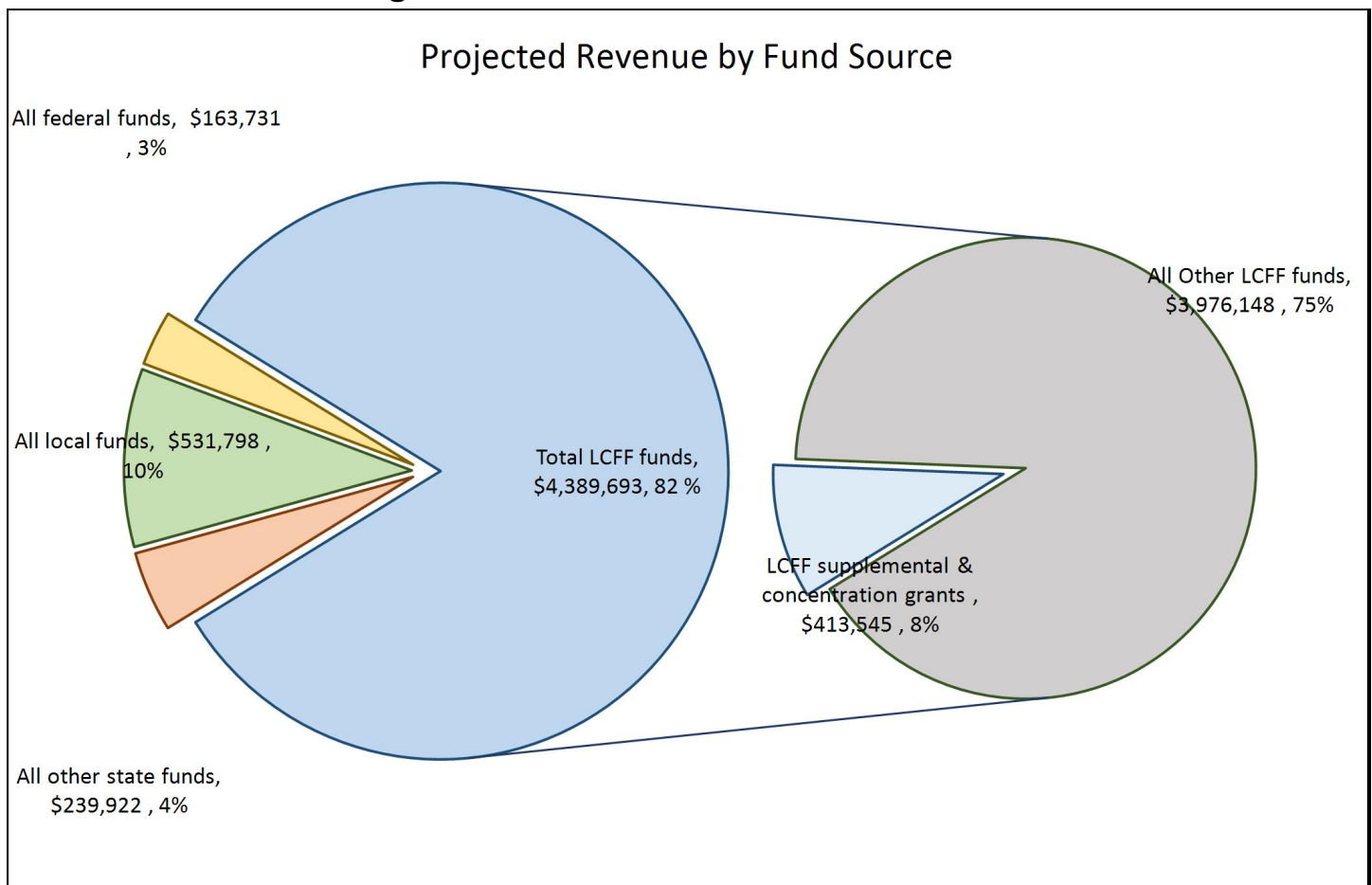
CDS Code: 55723556054894

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

LEA contact information: Terri Bell, Superintendent

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

Budget Overview for the 2019-20 LCAP Year

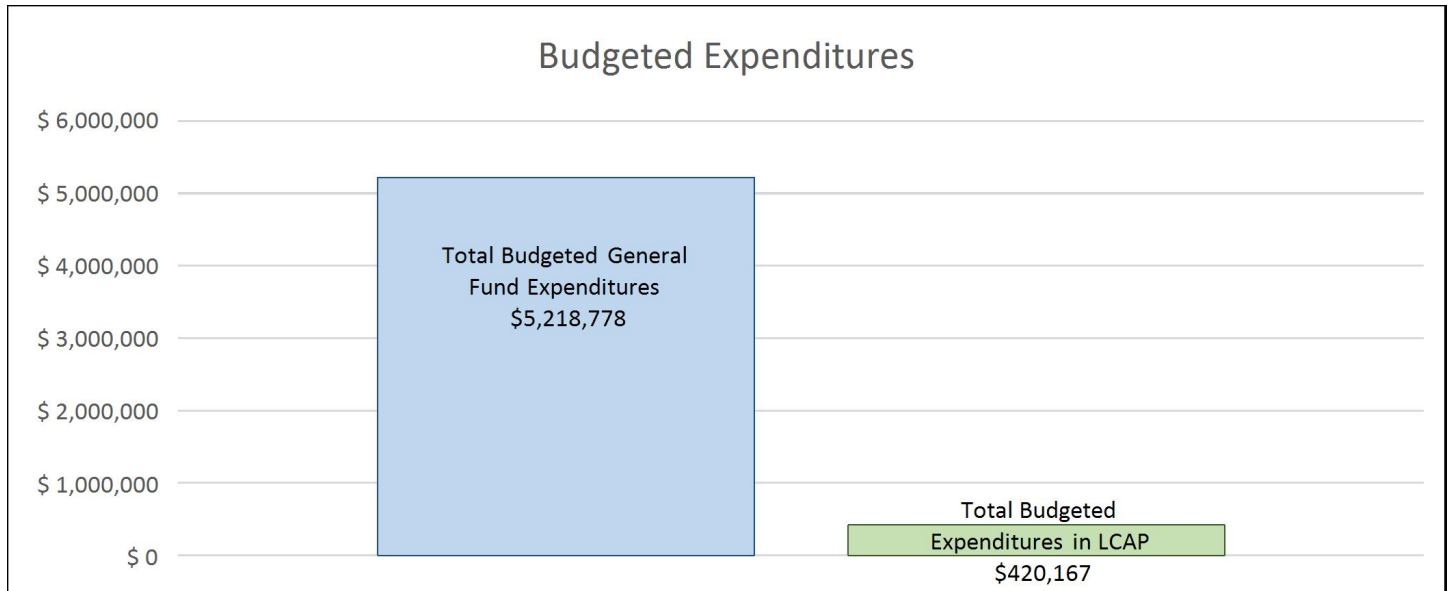


This chart shows the total general purpose revenue Curtis Creek Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Curtis Creek Elementary School District is \$5,325,144, of which \$4,389,693 is Local Control Funding Formula (LCFF), \$239,922 is other state funds, \$531,798 is local funds, and \$163,731 is federal funds. Of the \$4,389,693 in LCFF Funds, \$413,545 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

Curtis Creek Elementary School District plans to spend \$5,218,778 for the 2019-20 school year. Of that amount, \$420,167 is tied to actions/services in the LCAP and \$4,798,611 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

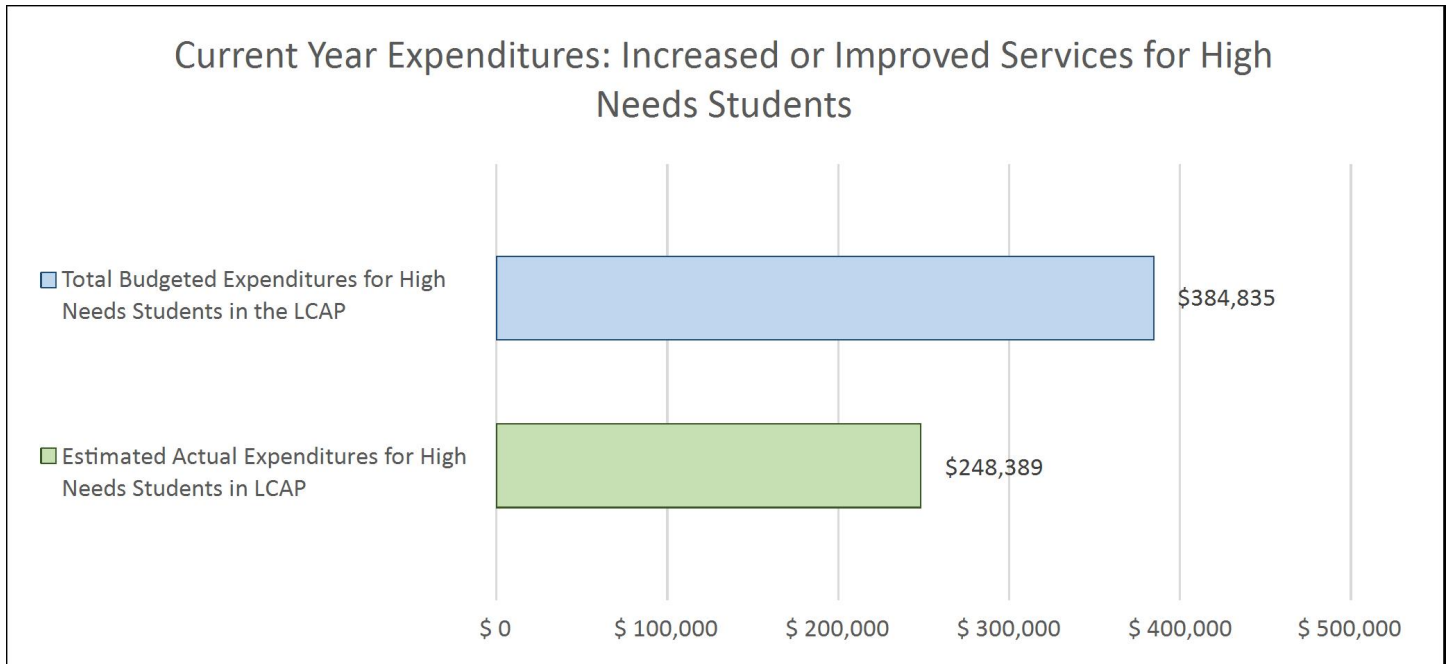
Curtis Creek School provided home to school reimbursement for students identified as McKinney Vento Act. We also offset the expenses of Science Camp and Field Trip Transportation.

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

In 2019-20, Curtis Creek Elementary School District is projecting it will receive \$413,545 based on the enrollment of foster youth, English learner, and low-income students. Curtis Creek Elementary School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Curtis Creek Elementary School District plans to spend \$420,167 on actions to meet this requirement.

LCFF Budget Overview for Parents

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



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

In 2018-19, Curtis Creek Elementary School District's LCAP budgeted \$384,835 for planned actions to increase or improve services for high needs students. Curtis Creek Elementary School District estimates that it will actually spend \$248,389 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of \$-136,446 had the following impact on Curtis Creek Elementary School District's ability to increase or improve services for high needs students: With the allocation of funds for NGSS Curriculum we delayed the purchase to pilot the program and adopt in the 2019-20 school year. Some of the supplies and outside services were not fully spent.



Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name

Curtis Creek Elementary School District

Contact Name and Title

Terri Bell
Superintendent

Email and Phone

tbell@ccreekmustangs.com
209-533-1083

2017-20 Plan Summary

The Story

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

Curtis Creek Elementary School District is a TK-8th grade single school district of approximately 450 students. CCSD is located in a rural area of Tuolumne County. Curtis Creek School is nestled in the hillside along Standard Road in Sonora California. We are not a walking/bike riding school. There is no residential development within five miles of the school site. School transportation is offered to all families living within our school district boundaries. About 60% of our families use either a bus or van as their daily transportation option. Our four bus/van drivers provide before, during and after school transportation needs as the school schedule and activities deem necessary. Field trips, athletic

events, and extra curricular activities are also supported daily by our transportation department. The quality of the District's Educational Programs has attracted a moderate number of inter district transfer students. CCSD is comprised of predominately English speakers. Our English Learner population is 4.1%. CCSD has an "Unduplicated Pupil" (EL, Low Income, and Foster Youth) population of 54.35%. Our school has 22 full time appropriately credentialed teachers. Eight support personnel supervisor and support our students throughout the day. Curtis Creek School District is 153 years old. Our facilities are aging and our grounds are mature. Two grounds/maintenance personnel cover our 18 acres and provide safe grounds and fields. We support and clean our classrooms and facilities with one full time custodian and 4 part time custodians.

Curtis Creek opened an Independent Study school (Curtis Creek Academy CCA) within a school August 2018. This gives students the opportunity to receive direct instruction on a non traditional timeline within the framework of Curtis Creek School. Both our academy and our traditional school allow children the opportunity to participate in after school sports, tutoring programs, music, band, art activities and a STEAM Room. Our parent club CCPA provides for field trip opportunities, theater outings and whole school assemblies.

The mission of Curtis Creek School as a collaborative partnership of families, community members and staff is to promote all students with the knowledge and ability to make safe choices, to act responsibly, to demonstrate respectful behavior and to continue lifelong learning. To accomplish this CCSD, will celebrate literacy, problem solving, and encourage independence.

LCAP Highlights

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

We continue to keep a watchful eye on our fluctuating budget. We hold monthly budget sessions with multiple stakeholders to determine next best steps.

Goal 1. Common Core instructional materials have been appropriately aligned.

Coordinated/articulated instructional practices continue to be developed.

Goal 2. Fostering a positive campus climate including enrichment and support activities is at the heart of our educational programs.

Goal 3. A broad range of research based instructional strategies and curriculum implementation validate district wide practices.

Goal 4. Safe and secure facilities provide a stable environment which allows for all students to be most productive.

Review of Performance

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

Greatest Progress

Curtis Creek School District is most proud of the opening of the Curtis Creek Academy an independent study program within Curtis Creek School. CCA provides a unique opportunity to Tuolumne County TK-8th grader students. Being a school within a school, it provides the benefits of both an independent study program and a full elementary school. With an anticipated enrollment of seven students our first year surpassed our expectations with 12 full time students.

We are also very proud of the extra activities that all our students benefit from. Our extended list grows each year. We have Band, Primary Music, Meet the Masters Art lessons, gardening, leadership, activity days, student store and athletics.

Last year we failed to meet the 95% participation rate on Smarter Balanced Assessments. This year we have implemented more formalized testing situations and hope to see an increase not only in our participation rate but also in our scores.

Although our fire of several years ago is just a distant memory we are proud to be rising from the ashes and almost ready to move into our new building. Staff, students and our Curtis Creek families have had a long journey. We are pleased with our new construction.

Our California School Dashboard indicates a .7% decrease in chronic absenteeism. We had a 2.8% decrease in suspensions.

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

Greatest Needs

According to the 2018 CA Dashboard our overall English Language Arts score declined 3.9 points placing us in the orange band. Mathematics score maintained with a -0.1 point change, but still in the orange band. Chronic absenteeism declined by .7%. Our suspension rate declined 2.8%. More substantial academic progress needs to occur as well as a continued push for increased daily attendance. We continue to schedule longer periods of instructional time in 6th-8th grade classrooms.

The academic performance as indicated on the CA Dashboard continues to show CCSO below standards in both English Language Arts and Mathematics. We rate in the orange band in both areas. As we continue to develop data driven instructional practices, better more frequently used benchmark assessments we will move the gauge into the yellow and green bands.

Additional focus and effort will concentrate on the needs of students in the socioeconomically disadvantaged and Hispanic classifications. This effort would include small group instruction, strategic intervention and after school tutoring support.

We need provide more attractive and nutritional meals to increase student participation in the cafeteria program.

Due to the responses from our parent survey and our stakeholders meetings we will seek counseling support services for our students.

Investigation for the implementation of an very much needed art therapy program.

A focus on tiered intervention/RTI for at risk student groups. Continue to seek professional development in trauma based instruction.

Increase the climate between home school communication by reviving Open House, Holiday programs, Family nights and Art shows.

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

Performance Gaps

Our 2018 DASHBOARD shows that our English Language Arts and Mathematics data continue to remain within the Orange band.

To address student needs, CCSD LCAP includes the following actions and services:

- *Professional development to implement data driven practices that will drive instruction. With better instructional practices in place the indicators will move 5%.

- *Identification of materials and services available provide training in tier 2 and 3 interventions to meet students' needs.

- *Training of staff and students for positive behavior interventions and supports (PBIS) and anti-bullying with a focus on specific subgroups (socioeconomically disadvantaged and Hispanic)

- *Additional support for EL, Low Income, and SPED students including the use of strategic support during and after school interventions.

- *Chronic Absenteeism for our homeless is 2 bands below. We will be providing home to school transportation, before and after school care to try to bridge this gap.

Comprehensive Support and Improvement

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

Schools Identified

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

Our district was not identified for CSI.

Support for Identified Schools

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

Our school was not identified for CSI support.

Monitoring and Evaluating Effectiveness

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

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

Support student achievement by aligning curriculum materials and instruction with the California Common Core Standards

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <p>Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</p> <p>District Benchmarks</p> <p>ELLs: Maintain or increase the number of EL students who improve their English language skills.</p> <p>SBAC State assessments</p>	<p>The State did not score the ELPAC scores for the district, so we are unable to evaluate whether students maintained, grew or declined in their scores in regard to the state standards for ELL students.</p> <p>Smarter Balanced testing was coordinated in a manner that gave students more time to complete their tests with less stress. Teacher support was provided, and teachers commented on the positive feelings they have about how the testing was done for the 18-19 school year.</p> <p>DIBELS was administered at the 1-4 grade level beginning of the year for benchmark purposes</p> <p>DIBELS was administered at the 1-3 grade level as a post benchmark in the spring</p> <p>A change in testing practices increased our participation rate to above 96%.</p> <p>DIBELS assessment showed gains in multiple grade levels.</p>

Expected

18-19

To increase the number of students proficient in language arts and mathematics.

Maintain or increase the number of EL students who improve their English language skills.

DIBELS will continue to be administered to grades 1 - 5 to students at-risk. Goal: Cohorts of students served will continue to decrease as fewer students are assessed as needing intervention.

Smarter Balanced Testing will be used as a benchmark.

Teachers developed Common Formative Assessments (CFAs) and will be used in 2018-19.

EL: Goal ~ 100% will make progress in their level gains. 5% will reclassify.

A 5% increase measured by State CAASPP assessments of ELA "ALL, Met or Exceeded" of 43%

A 5% increase measured by State CAASPP assessments of Math "ALL, Met or Exceeded" of 28% 17-18

2017/2018

To increase the number of students proficient in language arts and mathematics.

Maintain or increase the number of EL students who improve their English language skills.

DIBELS will continue to be administered to grades 1 - 5 to students at risk. Goal: Cohorts of students served will continue to decrease as fewer students are assessed as needing intervention.

Benchmarks: Smarter Balanced Testing will be used as a benchmark once scores are available.

District Benchmarks were

still being developed in 2016-17, and implementation will be in 2017-18. A 5% increase measured by Smarter Balanced and District Benchmarks.

EL: Goal ~

In 28/19, 100% will make progress in their level gains. 5% will reclassify.

A 5% increase measured by State CAASPP assessments of ELA "ALL, Met or Exceeded" of 41%.

A 5% increase measured by State CAASPP assessments of Math "ALL, Met or Exceeded" of 27%

Actual

Teachers lacked time and support for continuing CFA construction. This project has ceased.

Anticipating a 5% increase in ELA and Math.

Title 1 served TK-4th grade students as determined by classroom benchmarks. Students are supported through a daily pullout program for Language Arts support. Fast Forward guidelines for progress are used.

No EL data for 18-19 Students continue to do well in academic settings as reportcards indicate.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Integrate technology as a tool for teaching and learning of Common Core Standards</p> <p>TCSOS Services, acquire software to assist ELs, and acquire new technology.</p>	<p>TCSOS provided support for technology</p> <p>Acquired more Fast Forward subscriptions to support at risk readers</p> <p>purchased new chrome books</p> <p>Continue to utilize and support by purchasing more subscriptions of TCI (Teacher Created Instruction) and Study Sync (Language Arts)</p>	Reg Fees 5800: Professional/Consulting Services And Operating Expenditures Supplemental 5600	Curriculum and Professional Service 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$3,100
		TCSOS 5800: Professional/Consulting Services And Operating Expenditures Supplemental 7600	TCSOS 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$3,000
		Chromebooks 1 class set 4000-4999: Books And Supplies Supplemental 13000	Chromebooks 2 Class Sets 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$15,086
		Software Fast Forward, 22 Subscriptions 4000-4999: Books And Supplies Supplemental 6000.	Software-Fast Forward 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$10,467
			RTI 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$3,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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2.1 Fully implement RTI model by regularly using adopted level one intervention materials in the classroom

2.2 Continue with evidence based intervention software and materials for the learning lab and special education students.

2.3 Intervention for students who are at risk of not meeting grade level standards. Grades K - 8.

2.4 Offer before school tutoring for targeted low income, foster, and EL pupils who have not yet mastered grade level standards (AM Mustang Club - Homework help).

2.4 General Fund contribution to the Reading Intervention Teacher/Program This is in addition to Title I Funds.

Continued to develop RTI intervention strategies for classroom use. Not fully implemented as more planning was needed.

K-8 At Risk students were provided in class supports by utilizing classroom aide support, SST meetings and morning M & M club

M & M club is thriving. More students than ever, upwards of 30 each morning attend from 7:30-8:10. Students can access breakfast and receive academic support Monday through Friday.

Title I funds were used to support Primary Reading Intervention. The teacher/aide portion also required a General Fund contribution.

RTI Materials 4000-4999: Books And Supplies Supplemental 7000

AM Club (RTI), Special Ed Aides 2000-2999: Classified Personnel Salaries Supplemental 50000

RtI T.B. 1000-1999: Certificated Personnel Salaries Supplemental 70000

Core Subject Books 4000-4999: Books And Supplies Supplemental 25000

Benes for RtI, AM Club, and SE aides 3000-3999: Employee Benefits Supplemental 46000

RTI Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1,635

RTI Classified Parprofessionals 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$3,449

RTI Coordinator 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$6,560

Core Curriculum 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$17,568

RTI Classified Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$6,282

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1 Continue to provide professional development to ensure high quality instruction with standards based mathematics, language arts, and Next Generation Science Standards materials.	Professional development was provided by our school science cohort for NGSS.	PD for Math, ELA, NGSS 5800: Professional/Consulting Services And Operating Expenditures Supplemental 10500	Professional Development for NGSS 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 0
3.2 Continue to pilot Eureka math curriculum as a supplement to Saxon mathematics. The District may decide upon a CCSS and	Math curriculum grade level specific...K-3 & 7/8 utilize Great Minds and 4-6 use Envisions.	In House PD 1000-1999: Certificated Personnel Salaries Supplemental 5040	Professional Development 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 0
	Illuminate was used by a few teachers and the data portion was not fully utilized.		

state approved mathematics textbooks and materials.
3.3 Illuminate Data and Assessment (DnA) enables staff to analyze data through reports of classroom assessments, District Benchmarks, and State assessments.

Illuminate DnA Program 5000-5999: Services And Other Operating Expenditures Supplemental 6200

Illuminate Program 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$6,103

Update teacher laptops 4000-4999: Books And Supplies Supplemental 3500

Update Teacher Laptops 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$3,277

Textbooks 4000-4999: Books And Supplies Supplemental 45000

Textbooks 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$28,035

Analysis

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

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

TCSOS services were implemented. No EL software was purchased. Continued to implement RTI for at risk students. Title 1 support was also continued. Math curriculum implementation continued. Illuminate was not effectively used.

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

TCSOS services provide support for the workings of the district. RTI services and Title 1 students show progress based upon the extra services they receive. Math curriculum changes continue to support improved grades and small incremental changes to overall math proficiency.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Registration Fees were not all used as anticipated. The fee to Tuolumne County Schools for internet was over budgeted. With are in a 3 year book adoption so we did not have to pay for consumables this year. We had a lot of staff turn over in administration, as a result Professional Development was not picked up and conducted due to turnover. The RTI Administrator became a full time Principal this year due to our staff turnover so the RTI position went unfilled.

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 largest change to Goal 1 is that we are looking for more complex information to be given by data informed practices vs a focus on Common Core.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 2

Improve campus climate to impact student/parent connectedness to school

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator CA Dept of Ed Data Quest School Dashboard Aeries</p> <p>18-19 There will be a decrease , or remain status quo, in disciplinary referrals, suspension, and expulsions each year.</p> <p>There will be an increase, or remain status quo, in student attendance rates each year. 97.35% is an excellent percentage.</p> <p>Suspensions could decrease about 5% to 23.</p> <p>An expulsion rate of one or two per year would be low.</p>	<p>Discipline referrals have decreased (2017 referrals was 284, 2018 was 256) decrease of 1.12%</p> <p>Suspensions have decreased (2017 suspensions were 13, 2018 suspensions were 12)</p> <p>Expulsions have maintained with only one each the past two years</p> <p>Monthly attendance rates have fallen (94.57%) We continue to send attendance letters and refer to SARB as necessary.</p>

Expected

Baseline

Attendance : Each monthly attendance has been on the rise for 2016-17 (from 95.89% up to 97.35%) , as it did in 2015-16. Attendance letters are sent periodically to families that have exceeded the 10% of daily days attended. Families that continue to miss school are referred to Tuolumne County School & Attendance Review Board (SARB).

Suspensions: In 2016-17: 16 Students. This was down 24 students from 2015-16.

Expulsions: 2015-16 there was one, in 2016-17 there were zero.

Actual

Attendance rates needed to be 95% . We did not meet this goal Awards and recognition for individuals, classes and grade levels need to be offered.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 Positive Behavior Support Program Activities.	Positive behavior activities occurred school wide. Primary awards assemblies were held each Friday, Student store for K-5 happened every 6 weeks and 6th-7th-8th grade had a student store and activity day every three weeks.	ConnectEd Phone Service 5000-5999: Services And Other Operating Expenditures Supplemental 4200	ConnectEd Phone Service 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$3,986
2.2 Participate in Friendship Summit with other schools throughout the county.	Third grade participated in this year's Friendship Summit. Curtis Creek utilizes the ConnectEd system to inform parents of events.	Translation Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1000	Translation Services 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$2,000
2.3 ConnectEd Phone Service	A monthly newsletter, the ConnectEd system and a parent survey were used this year. Parents were encouraged to participate in committees, such as	Yard Supervisor Coaching 5800: Professional/Consulting Services And Operating Expenditures Supplemental 2000	Yard Supervisor Coaching 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 0
2.4 Improve home-school connectedness			

Site Council and Parent Club. A monthly volunteer training was held on the third Thursday of each month.

Friendship Conference
Transportation 900
Mystery Science 5900
After School Sports 3991
5000-5999: Services And Other
Operating Expenditures
Supplemental 10791

Mystery Science, After School
Sports and Friendship
Conference 5000-5999: Services
And Other Operating
Expenditures LCFF Supplemental
and Concentration \$2,513

Friendship Conf Subs includes
benefits 1000-1999: Certificated
Personnel Salaries Supplemental
360

Friendship Conference
Substitutes 1000-1999:
Certificated Personnel Salaries
LCFF Supplemental and
Concentration 0

Friendship Conf Classified Subs
includes benefits 2000-2999:
Classified Personnel Salaries
Supplemental 440

Friendship Conference Substitute
Benefits 2000-2999: Classified
Personnel Salaries LCFF
Supplemental and Concentration
0

PBIS Incentives/Student Store
4000-4999: Books And Supplies
Supplemental 1000

PBIS Incentives for Student Store
4000-4999: Books And Supplies
LCFF Supplemental and
Concentration \$1,635

Reminder binders \$1000., Add'l
teacher supplies \$6750., After
school sports \$200. 4000-4999:
Books And Supplies
Supplemental 7950

Student Binders, Teacher
Supplies 4000-4999: Books And
Supplies LCFF Supplemental and
Concentration \$6,698

Analysis

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

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

Actions and services for this goal were implemented as planned. Positive Behavior activities have supported our continued decrease in discipline issues.

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

All programs and services provided to students and families were deemed effective. Students looked forward to the awards, student store and activities associated with our PBIS.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Mystery Science curriculum ended up costing half of what was budgeted. Money was budgeted for The Friendship Conference and it turned out there was no fee to attend. After school sports did not need to use funds except for tournament fees to other schools, no equipment was needed this year. There was not Professional Development this year for Yard Supervisors.

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 continuance of the connection between home and school remains. Connecting through enrichment activities for ALL students remains the focus of this goal.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 3

Ensure a broad course of study for all students

State and/or Local Priorities addressed by this goal:

State Priorities:

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

SBAC

GATE : OLSAT Results.

Math & ELA curriculum assessments, and/or SBAC

Actual

WE completed SBAC assessments, and gave the OLSAT to third graders and any new students to CC.

All students in TK-4 participated in a weekly Music class from September to April. PE, ELA and Math were taught daily to all students at CC.

Expected

18-19

100% of the students will receive instruction in music (Grades TK - 4), STEM, ELA, Mathematics, and PE each year. Trend data will start being collected for the GATE sponsored class offerings. Goal: 10% of all students will participate in GATE classes. Approximately 10% of all students will be identified as GATE. G.A.T.E. eligibility is based on several criteria: Otis-Lennon School Ability Test (OLSAT) and teacher recommendations.

Additional indicators may be looked at for GATE qualification such as SBAC results, and classroom assessments.

Baseline

2016-17 CCSD G.A.T.E. eligibility is about 10% of the total grades 3 through 8 population. G.A.T.E. eligibility is based on several criteria: Otis-Lennon School Ability Test (OLSAT) and teacher recommendations.

Additional indicators may be looked at for GATE qualification such as SBAC results, and classroom assessments.

Actual

The GATE coordinator arranged for various academies to take place during the school year. GATE students participated in a culinary arts class, which meet for several weeks after school. The students were introduced to new foods and had the opportunity to create their own snacks. GATE also arranged for three college trips; UC Merced, Stanislaus State and Columbia College. The students also were involved in a computer coding class.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1 Fund services to gifted and talented students through GATE. Coordinator , transportation to colleges. The GATE Program supports three college field tours, eight scholarships (Band Camp, Art Camp, Mad About Science), scholarships for Gold Country	GATE activities were funded this year with a decreased budget. TK -4 Orff Music classes allowed for weekly music classes. Band 4th-8th occurred during zero period each morning.	GATE Coordinator 1000-1999: Certificated Personnel Salaries Supplemental 3000 Materials & Supplies/ Testing Supplies 4000-4999: Books And Supplies Supplemental 280	GATE Coordinator 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$3,000 GATE Testing Supplies 4000-4999: Books And Supplies LCFF

<p>Band Camp, AR awards, 12 after school classes (cribbage, book clubs, life skills, hands on Algebra, Beneficial Bugs, Girls' Robotics, Cup Song, Birdhouses, Recorder Ensemble, Choral, Star Dome @ Science Fair, & Geocaching), Family Science Night, Modesto Jr College Performing Arts, Modesto's Great Valley Museum, CSU Stanislaus Science Day, and Sonora Art Museums. GATE classes are open to any who are interested in that topic. Some field trips are open only to GATE students. These activities are still to be prioritized by the GATE Coordinator.</p> <p>3.2 Provide a music program for all students. TK-4 Orff music funded at \$3250.</p> <p>Provide a 5-8 instrumental program for grades 5-8.</p> <p>3.3 6th Grade Science Camp</p>	<p>6th grade attended Camp Green Meadows Outdoor School in March.</p>	<div></div> <div>Transportation 5000-5999: Services And Other Operating Expenditures Supplemental 1000</div> <div>GATE Classes 1000 Science Camp Stipends 1707 1000-1999: Certificated Personnel Salaries Supplemental 2707</div> <div>Benefits 3000-3999: Employee Benefits Supplemental 719</div> <div></div> <div>Fees & Registrations 5000-5999: Services And Other Operating Expenditures Supplemental 1000</div> <div>Band 5-8 \$7200, Benes \$735. 2000-2999: Classified Personnel Salaries Supplemental 7935</div> <div>Orff K-4 Music 5000-5999: Services And Other Operating Expenditures Supplemental 3000</div>	<div>Supplemental and Concentration \$565</div> <div>GATE Transportation 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$520</div> <div>GATE Classes 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 0</div> <div>GATE Coordinator Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$332</div> <div>Science Camp Teacher Stipend 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 0</div> <div>GATE Fees and Registration 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$432</div> <div>Band Teacher 5-8 Grade 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$7,200</div> <div>Music Teacher K-4 Grade 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$3,000</div>
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Science Camp: Dist contribution
500, 5000-5999: Services And
Other Operating Expenditures
Supplemental 500

Science Camp District
Contribution 5000-5999: Services
And Other Operating
Expenditures LCFF Supplemental
and Concentration 2966.00

Action 2

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

Actions and services for this goal were implemented as planned. Science Camp, Orff music and band were offered to the specified grade levels.

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

Actions and services articulated in Goal 3 contributed to a broad course of study by providing activities and experiences to all students. These activities enrich and support our student's well being.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Stipends for Science Camp teachers was budgeted out of supplemental funds but the actual cost came from another funding source. Donated time by teaching staff covered the GATE class activities. Band instructor is stipend only, no benefits. The expenses for Science Camp came in higher than anticipated due to more student enrollment for participation.

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.

We intend to increase our music and art programs. Each art experience enables students to develop a greater understanding of self worth. Transportation for GATE trips came in lower than anticipated.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 4

Prioritize safety and maintenance of district facilities

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Facility Inspection Tool (F.I.T.) Report rating from Fair to Good.</p> <p>Good text report on the two campuses from the Joint Powers Authority (JPA)</p> <p>18-19 The campus will be an inviting and well maintained learning environment. FIT scores will improve. Goal: Maintain Overall Rating of "Good".</p> <p>Good text report on the two campuses from the Joint Powers Authority (JPA)</p> <p>Baseline The campus is an inviting and well maintained learning environment and the FIT scores will improve. Goal: Increase Overall Rating from "Fair" to "Good".</p> <p>Not a good text report on the two campuses from the Joint Powers Authority (JPA)</p>	<p>JPA campus report had a significant increase in items to be addressed.</p> <p>Our campus is aging and needs concentrated maintenance efforts on the buildings, and grounds.</p> <p>Out FIT report rated us GOOD with a 97.60% overall score.</p>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The campus will be an inviting and well maintained learning environment and the FIT scores will improve. Goal: Maintain Overall rating of "Good".	Continual maintenance of the aging 75% of our campus is ongoing. Our new wing adds a new vibe to the campus.	Salary 6 hr maintenance to 8 hour 2000-2999: Classified Personnel Salaries Supplemental 16000	Maintenance 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$25,591
		Additional 3 custodial hours 2000-2999: Classified Personnel Salaries Supplemental 10000	Custodian 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$1,602
		Maintenance Benefits 3000-3999: Employee Benefits Supplemental 5201	Maintenance Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$5,760
		Custodian Benefits 3000-3999: Employee Benefits Supplemental 3524	Custodian Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 1,679

Analysis

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

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

JPA report showed a marked increase in areas that needed to be addressed on our campus. The FIT Tool helped us identify areas of need to keep our campus safe, clean and orderly

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

Maintaining facilities is a continual work in progress. We need to dedicate more funds in our budget for maintenance of our aging facilities. The tools we used help us focus on areas of need, but we know we have much more work that needs to be done going into the future.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The time calculated for Maintenance is higher due to 6 hours being paid out of supplemental and not the additional 2 hours. The custodial position was subbed out all year and that is why it came in lower than expected.

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.

Ongoing maintenance efforts will continue. Changes are not anticipated at this time.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

The LCAP is a living document that has throughout the year garnered input from various stakeholder groups. Our Governing Board has discussed the LCAP during most board meeting this school year. Our board meets on the second Tuesday of each month. On the first Friday of each month Curtis Creek faculty meets and have discussed the LCAP. Certificated staff have participated in activities to help determine next step goals through out the year. At CC grade level leads and Administrators meet each week to discuss and evaluate needs specific to the LCAP goals. Students meet weekly in Leadership class and report to classrooms through grade level representatives. Discussion of needs and wants and desires are made known to the adults supervising this after school group. This information is then brought to the administration and ideas were incorporated into the LCAP. Spring of 2019 a parent and student survey was sent online to all families and students. Our survey looked at curricular needs, enrichment activities, school climate and facility concerns. All information gathered throughout the year helped broaden our scope of understanding regarding all stakeholder ideas. As we approached the end of the school year we held dedicated LCAP specific meetings to hone our LCAP writing.

5-30-19 Met with classified staff, which included CSEA bargaining unit members to discuss LCAP...noted upgraded play structures, maintained grounds, better parking lot signage, counselor (mentioned on four of the four goals), special education/at risk students training for staff, parent homework support,, staff team building requested...science camp, art, music, choir, educational field trips. Focus room showed up on all four goals, however the district doesn't find it feasible economically and have legal concerns surrounding the isolation of students. However the concern of managing disruptive student behavior will be an ongoing discussion.

5-31-19 Met with teachers, which included Curtis Creek Faculty Association bargaining members regarding the LCAP goals...benchmark assessments showed repeatedly, they have concern for scheduled yard maintenance, bring back student performances, family nights, spring showcase, continue offering sports. Focus room also appears. The need for a small school to be proactive with inappropriate behavior is of concern. continue using the discipline rubric...training and support for classified aides, more opportunities for student support...

6-4-19 Held a Site Council meeting with the LCAP goal discussion...equal access to online services, counselor, chromebooks for all, improve parking, take better care of grounds, new play structures, better communication for school wide activities, expand cafeteria options, computer programming instruction, bring back Open House, develop specific AR goals, longer classroom aide times, teacher websites, better consistent discipline, bigger more open library times.

Budget Study sessions were held in January and February 2019. Any interested persons encouraged to attend. Change in personnel within the district structure, CBO, Payroll, Superintendent all new since January 2019. The date of our public hearing was June 11, 2019 and the date the LCAP was approved on June 18, 2019.

Impact on LCAP and Annual Update

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

Based upon information gathered from our stakeholder meetings we are addressing the up keep of our grounds and play structures. A counselor is very much needed to support our at risk students as evidenced by all stake holder groups. The need for continued consistent, discipline and behavioral supports was mentioned by several groups. The renewal of parent/community events was requested. Our need to increase the participation in our school lunch program was supported by stakeholder comments. More staff development opportunities, team building and group support training. Our parking and pick up was of concern for multiple stakeholders. Online support and help for parents.

Input from all of the stakeholder engagement is reflected in the LCAP Goals and Activities. The request for additional attention to maintenance and facility upkeep is addressed. Professional Development was particularly requested for the Paraprofessionals. Continued support for the Mighty Mustang (Homework help) is also reflected in the LCAP. Upgrades to technology need to be continuously supported and is also reflected in the LCAP. Parents were asking for the continued support of increasing the number of Chromebooks - thus reflected in the LCAP. Parents also appreciated the extra funding for "at-risk-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.

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

Unchanged Goal

Goal 1

Improve on data driven instructional practices.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

Based on the dashboard for English Language Arts our Hispanic sub group is 44.9 points below standard, which reflects a need for improvement

Our Socioeconomically Disadvantaged students are 39 points below standard and declined 3.5 points from the previous assessment
Our White subgroup was one point and maintained from previous year.

Based on the dashboard for Math our Hispanic sub group was 78.6 points below standard, however, we maintained
Our Socioeconomically Disadvantaged students are 71.6 points below standard, but did maintain
Our White subgroup was 31.6 below standard, which reflects an increase from previous years.

Benchmarks: Establish consistent benchmarks, so that all students, especially English Learners and Socio Economic Disadvantaged students are making substantial progress towards state standards.

ELs

CCSD has 17 ELL students per the State Dashboard. Two ELLs reclassified. Five students made performance level gains from 2015 to 2016. All remaining students made gains within their performance levels. In 2016-17, CCSD was able to reclassify two Junior High students based upon their CELDT, SBAC and grade level standings. These two students have attended CCSD since kindergarten. All of our students are able to use English as a means for learning in academic areas and communicating in social settings.

Teacher mis-assignment rate is zero. 100% of the students have access to instructional materials. There is 100% implementation of the CCSS. CELDT, DIEBELS, SBAC and other benchmark indicators will be analyzed in the 2018-19 school year to determine trends.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	2016-17	To increase the number of students proficient in language arts and mathematics.	To increase the number of students proficient in language arts and mathematics.	To increase the number of students proficient in language arts and mathematics.
District Benchmarks	To increase the number of students proficient in language arts and mathematics Increase the number of EL students who improve their English language skills.	Maintain or increase the number of EL students who improve their English language skills.	Maintain or increase the number of EL students who improve their English language skills.	Maintain or increase the number of EL and Socioeconomically Disadvantaged students who improve their English language skills.
English Language Proficiency Assessments for California (ELPAC)	DIBELS was administered to Title I students in 2015-16, in grades 1-5. DIBELS was administered to low-socioeconomic and/or at-risk students in grades 1 - 5, approximately 55 students. Following cohort data multi year trends, the number of students who are initially	DIBELS will continue to be administered to grades 1 - 5 to students at-risk.Goal: Cohorts of students served will continue to decrease as fewer students are assessed as needing intervention.	DIBELS will continue to be administered to grades 1 - 5 to students at-risk.Goal: Cohorts of students served will continue to decrease as fewer students are assessed as needing intervention.	DIBELS will continue to be administered to grades 1 - 4
SBAC State assessments		Benchmarks: Smarter Balanced Testing will be used as a benchmark	Smarter Balanced Testing will be used as a benchmark.	Smarter Balanced Testing will be used as a benchmark.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>served goes down in succeeding years. For example, in 2013-14, 19 first graders were serviced. In 2014-15, only 16 students needed intervention. In 2015-16, the number of students in that cohort who needed intervention went down to 9, then in 2016-17 the number of students in that cohort went down to only 4 students who needed interventions. This proved to be consistent with every cohort followed from 2013-14 to 2016-17.</p> <p>ELL: CCSD has 17 ELL students. Five students made performance level gains from 2015 to 2016. All remaining students made gains within their performance levels. In 2016-17, CCSD was able to reclassify two Junior High students based upon their CELDT, SBAC and grade level standings. These two students have attended CCSD since</p>	<p>once scores are available.</p> <p>District Benchmarks were still being developed in 2016-17, and implementation will be in 2017-18. A 5% increase measured by Smarter Balanced and District Benchmarks.</p> <p>EL: Goal ~ 100% will make progress in their level gains. 5% will reclassify.</p> <p>A 5% increase measured by State CAASPP assessments of ELA "ALL, Met or Exceeded" of 41%.</p>	<p>Teachers developed Common Formative Assessments (CFAs) and will be used in 2018-19.</p> <p>EL: Goal ~ 100% will make progress in their level gains. 5% will reclassify.</p> <p>A 5% increase measured by State CAASPP assessments of ELA "ALL, Met or Exceeded" of 43%</p> <p>A 5% increase measured by State CAASPP assessments</p>	<p>EL: Goal ~ 100% will make progress in their level gains.</p> <p>A 5% increase measured by State CAASPP assessments of ELA "ALL, Met or Exceeded" of 45%</p> <p>A 5% increase measured by State CAASPP assessments of Math "ALL, Met or Exceeded" of 29%</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20																																										
	<p>kindergarten. All of our students are able to use English as a means for learning in academic areas and communicating in social settings.</p> <p>Benchmarks: Smarter Balanced Testing will be used as a benchmark once scores are available. District Benchmarks were still being developed this year and implementation will be in 2017-18 hopefully. A 5% increase measured b y Smarter Balanced and District Benchmarks.</p> <table> <tr> <td>ELA</td> <td>Grade</td> <td>CC15</td> </tr> <tr> <td></td> <td>CC16</td> <td></td> </tr> <tr> <td>3</td> <td>34</td> <td>47</td> </tr> <tr> <td>4</td> <td>34</td> <td>36</td> </tr> <tr> <td>5</td> <td>54</td> <td>44</td> </tr> <tr> <td>6</td> <td>18</td> <td>34</td> </tr> <tr> <td>7</td> <td>39</td> <td>35</td> </tr> <tr> <td>8</td> <td>47</td> <td>36</td> </tr> <tr> <td>ALL</td> <td>38</td> <td>39</td> </tr> </table> <table> <tr> <td>Math</td> <td>Grade</td> <td>CC15</td> </tr> <tr> <td></td> <td>CC16</td> <td></td> </tr> <tr> <td>3</td> <td>25</td> <td>49</td> </tr> <tr> <td>4</td> <td>18</td> <td>32</td> </tr> <tr> <td>5</td> <td>39</td> <td>23</td> </tr> </table>	ELA	Grade	CC15		CC16		3	34	47	4	34	36	5	54	44	6	18	34	7	39	35	8	47	36	ALL	38	39	Math	Grade	CC15		CC16		3	25	49	4	18	32	5	39	23	<p>A 5% increase measured by State CAASPP assessments of Math "ALL, Met or Exceeded" of 27%</p>	<p>of Math "ALL, Met or Exceeded" of 28%</p>	
ELA	Grade	CC15																																												
	CC16																																													
3	34	47																																												
4	34	36																																												
5	54	44																																												
6	18	34																																												
7	39	35																																												
8	47	36																																												
ALL	38	39																																												
Math	Grade	CC15																																												
	CC16																																													
3	25	49																																												
4	18	32																																												
5	39	23																																												

Metrics/Indicators	Baseline			2017-18	2018-19	2019-20
	6	7	24			
	7	18	19			
	8	20	35			
	ALL	21	26			

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

New Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Integrate technology as a tool for teaching and learning of Common Core Standards TCSOS Services, acquire software to assist ELs, and acquire new technology.

Integrate technology as a tool for teaching and learning of Common Core Standards TCSOS Services, acquire software to assist ELs, and acquire new technology.

Research data to help drive instructional practices

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5600	5600	\$6,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Reg Fees Renaissance	5800: Professional/Consulting Services And Operating Expenditures Reg Fees	5800: Professional/Consulting Services And Operating Expenditures Reg Fees
Amount	7600	7600	\$7,900
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures TCSOS	5800: Professional/Consulting Services And Operating Expenditures TCSOS	5800: Professional/Consulting Services And Operating Expenditures TCSOS
Amount	13000	13000	\$20,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies Chromebooks 1 class set	4000-4999: Books And Supplies Chromebooks 1 class set	4000-4999: Books And Supplies Chromebooks 1 class set
Amount	3360.	6000.	\$8,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies Software Fast Forward, 12 Subscriptions	4000-4999: Books And Supplies Software Fast Forward, 22 Subscriptions	4000-4999: Books And Supplies Software Fast Forward

Action 2

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

Students to be Served:

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

Specific Student Groups: Students at risk, SE students

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

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

LEA-wide

[Add Scope of Services selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

2.1 Fully implement RTI model by regularly using adopted level one intervention materials in the classroom

2.2 Continue with evidence based intervention software and materials for the learning lab and special education students.

2.3 Intervention for students who are at risk of not meeting grade level standards. Grades K - 8.

2.4 Offer before school tutoring for targeted low income, foster, and EL pupils who have not yet mastered grade level

2018-19 Actions/Services

2.1 Fully implement RTI model by regularly using adopted level one intervention materials in the classroom

2.2 Continue with evidence based intervention software and materials for the learning lab and special education students.

2.3 Intervention for students who are at risk of not meeting grade level standards. Grades K - 8.

2.4 Offer before school tutoring for targeted low income, foster, and EL pupils who have not yet mastered grade level

2019-20 Actions/Services

2.1 Continue to develop and implement RTI model

2.2 Continue with evidence based intervention materials for the learning lab and special education students.

2.3 Offer before school tutoring for targeted low income, foster, and EL pupils who have not yet mastered grade level standards (AM Mustang Club - Homework help).

2.4 Support Reading Intervention Teacher/Program in addition to Title I Funds

standards (AM Mustang Club - Homework help).
2.4 General Fund contribution to the Reading Intervention Teacher/Program
This is in addition to Title I Funds.

standards (AM Mustang Club - Homework help).
2.4 General Fund contribution to the Reading Intervention Teacher/Program
This is in addition to Title I Funds.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	3000	7000	\$7,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies RTI Materials	4000-4999: Books And Supplies RTI Materials	4000-4999: Books And Supplies RTI Materials
Amount			\$2,400
Source			LCFF Supplemental and Concentration
Budget Reference			1000-1999: Certificated Personnel Salaries RTI Stipend Certificated Teacher
Amount	44986	50000.	\$6,780
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries AM Club (RTI), Special Ed Aides	2000-2999: Classified Personnel Salaries AM Club (RTI), Special Ed Aides	2000-2999: Classified Personnel Salaries M & M Club and RTI Paraprofessionals
Amount	66958	70000	\$10,000
Source	Supplemental	Supplemental	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Rtl T.B. Not Gen Fnd Con to Title I ???	1000-1999: Certificated Personnel Salaries Rtl T.B.	4000-4999: Books And Supplies STEAM Room

Amount	20000	25000	\$25,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies Core Science	4000-4999: Books And Supplies Core Subject Books	4000-4999: Books And Supplies Common Core Subject Books
Amount	35603	46000	\$100,000
Source	Supplemental	Supplemental	LCFF Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Benes for Rtl, AM Club,, and SE aides	3000-3999: Employee Benefits Benes for Rtl, AM Club, and SE aides	4000-4999: Books And Supplies NGSS Science Book Adoption

Action 3

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

Students to be Served:

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

Specific Student Groups: Students with Special Needs
[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

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

LEA-wide
[Add Scope of Services selection here]

Location(s):

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

All Schools
[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

3.1 Continue to provide professional development to ensure high quality instruction with standards based mathematics, language arts, and Next Generation Science Standards materials.
 3.2 Continue to pilot Eureka math curriculum as a supplement to Saxon mathematics. The District may decide upon a CCSS and state approved mathematics textbooks and materials.
 3.3 Illuminate Data and Assessment (DnA) enables staff to analyze data through reports of classroom assessments, District Benchmarks, and State assessments.

2018-19 Actions/Services

3.1 Continue to provide professional development to ensure high quality instruction with standards based mathematics, language arts, and Next Generation Science Standards materials.
 3.2 Continue to pilot Eureka math curriculum as a supplement to Saxon mathematics. The District may decide upon a CCSS and state approved mathematics textbooks and materials.
 3.3 Illuminate Data and Assessment (DnA) enables staff to analyze data through reports of classroom assessments, District Benchmarks, and State assessments.

2019-20 Actions/Services

3.1 Continue to provide professional development to ensure high quality instruction with standards based mathematics, language arts, and Next Generation Science Standards materials.
 3.2 Continue to use appropriate math curriculum.
 3.3 Utilize data to drive instructional practices in mathematics and language arts

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	10500	10500	\$12,500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures PD for Math, ELA, NGSS	5800: Professional/Consulting Services And Operating Expenditures PD for Math, ELA, NGSS	5800: Professional/Consulting Services And Operating Expenditures Professional Development for NGSS
Amount	5040	5040	\$2,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries In House P D	1000-1999: Certificated Personnel Salaries In House PD	1000-1999: Certificated Personnel Salaries Professional Development Certificated Staff

Amount	6200	6200	\$10,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Illuminate DnA Program	5000-5999: Services And Other Operating Expenditures Illuminate DnA Program	5000-5999: Services And Other Operating Expenditures Primary Report Card Software
Amount	3500	3500	\$5,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies Update teacher laptops	4000-4999: Books And Supplies Update teacher laptops	4000-4999: Books And Supplies Update teacher laptops
Amount	45000	45000	\$40,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies Textbooks	4000-4999: Books And Supplies Textbooks	4000-4999: Books And Supplies Textbooks

Action 4

Specific Student Groups: Sp Education [Add Students to be Served selection here]	[Add Location(s) selection here]
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OR

English Learners Foster Youth Low Income [Add Students to be Served selection here]	LEA-wide [Add Scope of Services selection here]	All Schools [Add Location(s) selection here]
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Actions/Services

Budgeted Expenditures

Amount	84,116	248,489	
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	
Budget Reference	0001-0999: Unrestricted: Locally Defined	0001-0999: Unrestricted: Locally Defined	

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 2

Continue to improve campus climate through the enhancement of enrichment activities for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

There will be an increase in student attendance rates each year. Our current attendance rate is 97.22%.
There will be an decrease in discipline referrals. suspensions and expulsions each year

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CA Dept of Ed Data Quest School Dashboard Aeries	Attendance : Each monthly attendance has been on the rise for 2016-17 (from 95.89% up to 97.35%) , as it did in 2015-16. Attendance	There will be a decrease, or remain status quo, in disciplinary referrals, suspension, and expulsions each year.	There will be a decrease , or remain status quo, in disciplinary referrals, suspension, and expulsions each year.	There will be a decrease in chronic absenteeism Improve attendance rates for students with disabilities

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>letters are sent periodically to families that have exceeded the 10% of daily days attended. Families that continue to miss school are referred to Tuolumne County School & Attendance Review Board (SARB).</p> <p>Suspensions: In 2016-17: 16 Students. This was down 24 students from 2015-16. Expulsions: 2015-16 there was one, in 2016-17 there were zero.</p>	<p>There will be an increase, or remain status quo, in student attendance rates each year. 97.35% is an excellent percentage.</p> <p>Suspensions could decrease about 5% to 24.</p> <p>An expulsion rate of one or two per year would be low.</p>	<p>There will be an increase, or remain status quo, in student attendance rates each year. 97.35% is an excellent percentage.</p> <p>Suspensions could decrease about 5% to 23.</p> <p>An expulsion rate of one or two per year would be low.</p>	<p>reduce suspension rate for students with disabilities</p>

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

2.1 Positive Behavior Support Program Activities.
2.2 Participate in Friendship Summit with other schools throughout the county.
2.3 ConnectEd Phone Service
2.4 Improve home-school connectedness

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

Unchanged Action

2018-19 Actions/Services

2.1 Positive Behavior Support Program Activities.
2.2 Participate in Friendship Summit with other schools throughout the county.
2.3 ConnectEd Phone Service
2.4 Improve home-school connectedness

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

Modified Action

2019-20 Actions/Services

2.1 Positive Behavior Support Program Activities.
2.2 Participate in Friendship Summit with other schools throughout the county.
2.3 ConnectEd Phone Service
2.4 Improve home-school connectedness
2.5 Continue to have monthly awards assemblies recognizing student achievement and attendance
2.6 Continue to conduct parent and staff surveys
2.7 Improve the participation in the SLP (School Lunch Program)
2.8 .5 FTE counselor position

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	4200	4200	\$4,200
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures ConnectEd Phone Service	5000-5999: Services And Other Operating Expenditures ConnectEd Phone Service	5000-5999: Services And Other Operating Expenditures Connect Ed phone Service
Amount	1000	1000	\$1,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Translation Services	5800: Professional/Consulting Services And Operating Expenditures Translation Services	5800: Professional/Consulting Services And Operating Expenditures Translation Services

Amount	2000	2000	\$1,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Yard Supervisor Coaching	5800: Professional/Consulting Services And Operating Expenditures Yard Supervisor Coaching	5800: Professional/Consulting Services And Operating Expenditures Yard Supervisor Coaching
Amount	10791	10791	\$500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Friendship Conference Transportation 900 Mystery Science 5900 After School Sports 3991	5000-5999: Services And Other Operating Expenditures Friendship Conference Transportation 900 Mystery Science 5900 After School Sports 3991	5000-5999: Services And Other Operating Expenditures Friendship Conference Transportation
Amount	360	360	\$2,000
Source	Supplemental	Supplemental	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Friendship Conference Substitutes includes benefits	1000-1999: Certificated Personnel Salaries Friendship Conf Subs includes benefits	4000-4999: Books And Supplies Meet the Masters Program
Amount	440	440	\$3,500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Friendship Conference Classified Subs includes benefits	2000-2999: Classified Personnel Salaries Friendship Conf Classified Subs includes benefits	4000-4999: Books And Supplies After School Sports Tournament Fees, Transportation and Supplies

Amount	1000	1000	\$2,500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies PBIS Incentives/Student Store	4000-4999: Books And Supplies PBIS Incentives/Student Store	4000-4999: Books And Supplies PBIS Incentives/Student Store
Amount	7950	7950	\$7,750
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies Reminder binders \$1000., Add'l teacher supplies \$6750., After school sports \$200.	4000-4999: Books And Supplies Reminder binders \$1000., Add'l teacher supplies \$6750., After school sports \$200.	4000-4999: Books And Supplies Reminder binders \$1000., Add'l teacher supplies \$6750.
Amount			\$4,500
Source			LCFF Supplemental and Concentration
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures Lunch with a Chef-Improving participation in SLP
Amount			\$52,655
Source			LCFF Supplemental and Concentration
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures Counselor

Action 2

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

English Learners
Foster Youth
Low Income

LEA-wide

All Schools

Actions/Services

Budgeted Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 3

Insure all students have equal opportunity to learn the core curriculum

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Need: To expand the breadth of learning and enrichment opportunities, such as music, art, STEM and technology, available to Curtis Creek students

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC GATE : OLSAT Results, Math & ELA curriculum assessments, and/or SBAC	2016-17 CCSD G.A.T.E. eligibility is about 10% of the total grades 3 through 8 population.	100% of the students will receive instruction in music (Grades TK - 4),	100% of the students will receive instruction in music (Grades TK - 4),	100% of the TK-4 students will receive instruction in music

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Exposure to art and music curriculum	<p>G.A.T.E. eligibility is based on several criteria: Otis-Lennon School Ability Test (OLSAT) and teacher recommendations.</p> <p>Additional indicators may be looked at for GATE qualification such as SBAC results, and classroom assessments.</p>	<p>STEM, ELA, Mathematics, and PE each year. Trend data will start being collected for the GATE sponsored class offerings. Goal: 10% of all students will participate in GATE classes. Approximately 10% of all students will be identified as GATE. G.A.T.E. eligibility is based on several criteria: Otis-Lennon School Ability Test (OLSAT) and teacher recommendations.</p> <p>Additional indicators may be looked at for GATE qualification such as SBAC results, and classroom assessments.</p>	<p>STEM, ELA, Mathematics, and PE each year. Trend data will start being collected for the GATE sponsored class offerings. Goal: 10% of all students will participate in GATE classes. Approximately 10% of all students will be identified as GATE. G.A.T.E. eligibility is based on several criteria: Otis-Lennon School Ability Test (OLSAT) and teacher recommendations.</p> <p>Additional indicators may be looked at for GATE qualification such as SBAC results, and classroom assessments.</p>	<p>4-8 grade students have the opportunity to participate in band All students K-8 participate in physical education Art experiences will be available to all grade levels</p> <p>Curtis Creek Academy is an independent study program operated within Curtis Creek School district, it provides the benefits of an independent study program and a full elementary school program. All students are eligible to participate</p>

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

3.1 Fund services to gifted and talented students through GATE. Coordinator , transportation to colleges. The GATE Program supports three college field tours, eight scholarships (Band Camp, Art Camp, Mad About Science), scholarships for Gold Country Band Camp, AR awards, 12 after school classes (cribbage, book clubs, life skills, hands on Algebra, Beneficial Bugs, Girls' Robotics, Cup Song, Birdhouses, Recorder Ensemble, Choral, Star Dome @ Science Fair, & Geocaching), Family Science Night, Modesto Jr College Performing Arts, Modesto's Great Valley Museum, CSU Stanislaus Science Day, and Sonora Art Museums. GATE classes are open to any who are interested in that topic. Some field trips are open only to GATE students. These activities are still to be prioritized by the GATE Coordinator.

2018-19 Actions/Services

3.1 Fund services to gifted and talented students through GATE. Coordinator , transportation to colleges. The GATE Program supports three college field tours, eight scholarships (Band Camp, Art Camp, Mad About Science), scholarships for Gold Country Band Camp, AR awards, 12 after school classes (cribbage, book clubs, life skills, hands on Algebra, Beneficial Bugs, Girls' Robotics, Cup Song, Birdhouses, Recorder Ensemble, Choral, Star Dome @ Science Fair, & Geocaching), Family Science Night, Modesto Jr College Performing Arts, Modesto's Great Valley Museum, CSU Stanislaus Science Day, and Sonora Art Museums. GATE classes are open to any who are interested in that topic. Some field trips are open only to GATE students. These activities are still to be prioritized by the GATE Coordinator.

2019-20 Actions/Services

3.1 Fund services for Gifted and Talented education Coordinator
3.2 Continue to fund and support band and primary music program
3.3 Continue to build the Meet the Masters Art Instructional Program
3.4 Initiate development of an art therapy curriculum
3.5 Continue to expand Curtis Creek Academy program
3.6 Develop grade appropriate physical education activities

3.2 Provide a music program for all students. TK-4 Orff music: CCSD decreased this contribution from \$6250. to \$3250.

Provide a 5-8 instrumental program for grades 5-8.

3.3 6th Grade Science Camp

3.2 Provide a music program for all students. TK-4 Orff music funded at \$3250.

Provide a 5-8 instrumental program for grades 5-8.

3.3 6th Grade Science Camp

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	3000	3000	\$3,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries GATE Coordinator	1000-1999: Certificated Personnel Salaries GATE Coordinator	1000-1999: Certificated Personnel Salaries GATE Coordinator
Amount	280	280	\$500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies Materials & Supplies/ Testing Supplies	4000-4999: Books And Supplies Materials & Supplies/ Testing Supplies	4000-4999: Books And Supplies Materials & Supplies/Testing Supplies
Amount	1000	1000	\$1,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Transportation	5000-5999: Services And Other Operating Expenditures Transportation	5000-5999: Services And Other Operating Expenditures Transportation

Amount	2707	2707	\$500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries GATE Classes 1000 Science Camp Stipends 1707	1000-1999: Certificated Personnel Salaries GATE Classes 1000 Science Camp Stipends 1707	1000-1999: Certificated Personnel Salaries GATE Classes
Amount	812	719	
Source	Supplemental	Supplemental	
Budget Reference	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits	
Amount			\$1,010
Source			LCFF Supplemental and Concentration
Budget Reference			1000-1999: Certificated Personnel Salaries Science Camp Stipend Certificated
Amount	1000	1000	\$1,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Fees & Registrations	5000-5999: Services And Other Operating Expenditures Fees & Registrations	5000-5999: Services And Other Operating Expenditures Fees & Registrations
Amount	7935	7935	\$7,200
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Band 5-8 \$7200, Benes \$735.	2000-2999: Classified Personnel Salaries Band 5-8 \$7200, Benes \$735.	2000-2999: Classified Personnel Salaries Band Grades 5-8

Amount	3000	3000	\$5,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Orff K-4 Music	5000-5999: Services And Other Operating Expenditures Orff K-4 Music	5000-5999: Services And Other Operating Expenditures K-4 Music
Amount	500	500	\$500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Science Camp: Dist contribution 500,	5000-5999: Services And Other Operating Expenditures Science Camp: Dist contribution 500,	5000-5999: Services And Other Operating Expenditures Science Camp: District Contribution

Action 2

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 4

Create safe learning environments for all students by insuring properly maintained and safe facilities

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Maintain additional Custodial and Maintenance staffing to continue to increase Curtis Creek and Sullivan Creek campuses facilities and grounds.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Facility Inspection Tool (F.I.T.) Report rating from Fair to Good. Good text report on the two campuses from the	The campus is an inviting and well maintained learning environment and the FIT scores will improve. Goal: Increase Overall	The campus will be an inviting and well maintained learning environment and the FIT scores will improve. Goal: Increase Overall	The campus will be an inviting and well maintained learning environment. FIT scores will improve. Goal: Maintain Overall Rating of "Good".	The campus will be an inviting and well maintained learning environment. FIT scores will improve. Goal: Increase Overall

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Joint Powers Authority (JPA)	Rating from "Fair" to "Good". Not a good text report on the two campuses from the Joint Powers Authority (JPA)	Rating from "Fair" to "Good". Good text report on the two campuses from the Joint Powers Authority (JPA)	Good text report on the two campuses from the Joint Powers Authority (JPA)	Rating from "Good" to "Excellent". Improve on the recommendations provided in the JPA report on conditions of school facilities.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

New Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

The campus will be an inviting and well maintained learning environment and the FIT scores will improve. Goal: Increase Overall Rating from "Fair" to "Good".

2018-19 Actions/Services

The campus will be an inviting and well maintained learning environment and the FIT scores will improve. Goal: Maintain Overall rating of "Good".

2019-20 Actions/Services

FIT scores will improve. Goal: Increase Overall Rating from "Good" to "Excellent". Decrease number of facility/equipment violations on the annual JPA report Seek community support through outside stakeholders to improve the campus

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	14984	16000	\$11,041
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Salary 6 hr maintenance to 8 hour	2000-2999: Classified Personnel Salaries Salary 6 hr maintenance to 8 hour	2000-2999: Classified Personnel Salaries Salary 6 hr maintenance to 8 hour
Amount	8800	10000	\$10,119
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Additional 3 custodial hours	2000-2999: Classified Personnel Salaries Additional 3 custodial hours	2000-2999: Classified Personnel Salaries Additional 3 custodial hours
Amount	7259	5201	\$37,112
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits Maintenance Benefits	3000-3999: Employee Benefits Maintenance Benefits	3000-3999: Employee Benefits All Classified and Certificated Benefits for the LCAP
Amount	5559	3524	
Source	Supplemental	Supplemental	
Budget Reference	3000-3999: Employee Benefits Custodian Benefits	3000-3999: Employee Benefits Custodian Benefits	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$413,545.

Percentage to Increase or Improve Services

11.06%

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).

Curtis Creek School will provide the following programs and services which directly target unduplicated pupil counts; RTI supports, STEAM room activities, counselor supports, M&M club morning club, after school tutoring, Art therapy lessons and continued Positive Behavior supports. All staff are to participate in and utilize trauma based instructional practices as developed through staff trainings. All school documents; parent handbooks, and school documents are to be translated into Spanish. Staff will monitor, guide and create strategic interventions for identified at risk students. Acute attention will be given to students who may be at risk of not graduating. These students will have dedicated support services available that will promote success.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$379,913.

Percentage to Increase or Improve Services

10.57%

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

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

In order to address the achievement gap and to improve services specifically for low income, foster youth, English Language Learners, and other students identified as "at risk" by the district. The district will seek to use the funds in order to make an impact on this group while improving the curricular state of the

district as well as the physical, emotional and cultural welfare of all students. These funds will be expended in the following manner: the district will continue to refine and expand the offering of intervention classes designed to meet the needs of the districts struggling learners and help them achieve grade-level. They

created and maintained intervention classes that will help to expand services for these students. In order to support instruction and to help these learners advance in the achievement of grade-level proficiency, the addition of specialized classroom tools and applications will be purchased for intervention classes.

Tools in these classes will help keep the most effective and relevant curriculum in place which will be supported by technological that will provide essential exposure and resources. Staff will monitor, guide, and help create strategic interventions for identified students. This population of students will have dedicated support services available that will help promote success and will help create necessary interventions to help foster achievement. Lastly, to help maintain physically, emotionally, and culturally healthy school for all students in the district, the role and position of the

campus supervision/Yard Supervision will continue to be supported. The Response to Intervention (RtI) at CCSD is a success. Acute attention is given to students who may be at risk of not graduating and/or students who may be struggling academically. These students are identified early in the school year, and on-going, to get them the additional academic assistance they need to be successful. Additional academic assistance is provided through the morning Mighty Mustang (M & M) Club. This M & M Club is open to those who need extra

assistance, or simply a place to go to catch up on homework. The heightened, and continued focus on the Positive Behavior Intervention Supports (PBIS) has helped students stay focused on academics and positive, social interactions with other students and staff. For the first time, funds were used for translation

services. Although CCSD EL population is small (3%), the translated documents and services keep all of our families "in the loop". Some metrics which support this effort is, for the first time in many years, all 8th graders graduated. And for the first time in many years, all 8th graders passed the constitution test on

the first try. The GATE Program does service about 10% of the students who qualify for GATE with special outings, for example to local colleges. But what the GATE Program and the Band Program does is offer positive experiences that enhance confidence for some students who may be struggling academically. They can see themselves shine as they participate in Robotics, Choir, art, Leadership, Book Clubs, and even Geocaching. CCSD has something special for every student. It is because parents, staff , and students

know "Mustangs Matter" !

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$357,564

Percentage to Increase or Improve Services

10.83%

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

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

In order to address the achievement gap and to improve services specifically for low income, foster youth, English Language Learners, and other students identified as "at risk" by the district, the district will seek to use the funds in order to make an impact on this group while improving the curricular state of the district as well as the physical, emotional and cultural welfare of all students. These funds will be expended in the following manner: the district will continue to refine and expand the offering of intervention classes designed to meet the needs of the districts struggling learners and help them achieve grade-level. They created and maintained intervention classes that will help to expand services for these students. In order to support instruction and to help these learners advance in the achievement of grade-level proficiency, the addition of specialized classroom tools and applications will be purchased for intervention classes. Tools in these classes will help keep the most effective and relevant curriculum in place which will be supported by technological that will provide essential exposure and resources. The Co-Principal/Rtl position will monitor, guide, and help create strategic interventions for identified students. By maintaining this position, this population of students will have dedicated support services available that will help promote success and will help create necessary interventions to help foster achievement. Lastly, to

help maintain physically, emotionally, and culturally healthy school for all students in the district, the role and position of the campus supervision/Yard Supervision will continue to be supported.

The Response to Intervention (RtI) at CCSD is a success. Acute attention is given to students who may be at risk of not graduating and/or students who may be struggling academically. These students are identified early in the school year, and on-going, to get them the additional academic assistance they need to be successful. Additional academic assistance is provided through the morning Mighty Mustang (M & M) Club. This M & M Club is open to those who need extra assistance, or simply a place to go to catch up on homework. The heightened, and continued focus on the Positive Behavior Intervention Supports (PBIS) has helped students stay focused on academics and positive, social interactions with other students and staff. For the first time, funds were used for translation services. Although CCSD EL population is small (3%), the translated documents and services keep all of our families "in the loop". Some metrics which support this effort is, for the first time in many years, most all 8th graders graduated. And for the first time in many years, all 8th graders passed the constitution test on the first try. Also, for the first time in many years, all 8th graders had a 2.0 GPA or higher at the end of first trimester. The GATE Program does service about 10% of the students who qualify for GATE with special outings, for example to local colleges. But what the GATE Program and the Band Program does is offer positive experiences that enhance confidence for some students who may be struggling academically. They can see themselves shine as they participate in Robotics, Choir, art, Leadership, Book Clubs, and even Geocaching. CCSD has something special for every student. It is because parents, staff, and students know "Mustangs Matter" !

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

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

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

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

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

- (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
- (B) The total number of students in the cohort.
- (C) Divide (1) by (2).

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

- (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
- (B) The number of students in the DASS graduation cohort.
- (C) Divide (1) by (2).

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	383,047.00	177,041.00	439,040.00	631,536.00	420,167.00	1,490,743.00
LCFF Supplemental and Concentration	0.00	177,041.00	84,116.00	248,489.00	172,565.00	505,170.00
Supplemental	383,047.00	0.00	354,924.00	383,047.00	247,602.00	985,573.00

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	383,047.00	177,041.00	439,040.00	631,536.00	420,167.00	1,490,743.00
0001-0999: Unrestricted: Locally Defined	0.00	0.00	84,116.00	248,489.00	0.00	332,605.00
1000-1999: Certificated Personnel Salaries	81,107.00	12,560.00	78,065.00	81,107.00	8,910.00	168,082.00
2000-2999: Classified Personnel Salaries	84,375.00	37,842.00	77,145.00	84,375.00	35,140.00	196,660.00
3000-3999: Employee Benefits	55,444.00	14,053.00	49,233.00	55,444.00	37,112.00	141,789.00
4000-4999: Books And Supplies	108,730.00	84,966.00	97,090.00	108,730.00	231,250.00	437,070.00
5000-5999: Services And Other Operating Expenditures	26,691.00	21,520.00	26,691.00	26,691.00	22,200.00	75,582.00
5800: Professional/Consulting Services And Operating Expenditures	26,700.00	6,100.00	26,700.00	26,700.00	85,555.00	138,955.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	383,047.00	177,041.00	439,040.00	631,536.00	420,167.00	1,490,743.00
0001-0999: Unrestricted: Locally Defined	LCFF Supplemental and Concentration	0.00	0.00	84,116.00	248,489.00	0.00	332,605.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	12,560.00	0.00	0.00	3,410.00	3,410.00
1000-1999: Certificated Personnel Salaries	Supplemental	81,107.00	0.00	78,065.00	81,107.00	5,500.00	164,672.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	37,842.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	84,375.00	0.00	77,145.00	84,375.00	35,140.00	196,660.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	0.00	14,053.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Supplemental	55,444.00	0.00	49,233.00	55,444.00	37,112.00	141,789.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	84,966.00	0.00	0.00	112,000.00	112,000.00
4000-4999: Books And Supplies	Supplemental	108,730.00	0.00	97,090.00	108,730.00	119,250.00	325,070.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	21,520.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	26,691.00	0.00	26,691.00	26,691.00	22,200.00	75,582.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	0.00	6,100.00	0.00	0.00	57,155.00	57,155.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	26,700.00	0.00	26,700.00	26,700.00	28,400.00	81,800.00

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

Total Expenditures by Goal						
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	300,440.00	107,562.00	354,463.00	548,929.00	262,580.00	1,165,972.00
Goal 2	27,741.00	16,832.00	27,741.00	27,741.00	79,605.00	135,087.00
Goal 3	20,141.00	18,015.00	20,234.00	20,141.00	19,710.00	60,085.00
Goal 4	34,725.00	34,632.00	36,602.00	34,725.00	58,272.00	129,599.00

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

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources	383,047.00	177,041.00	354,924.00	383,047.00	340,562.00
LCFF Supplemental and Concentration	0.00	177,041.00	0.00	0.00	113,410.00
Supplemental	383,047.00	0.00	354,924.00	383,047.00	227,152.00

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources	288,381.00	90,924.00	261,021.00	536,870.00	220,680.00
LCFF Supplemental and Concentration	0.00	90,924.00	0.00	248,489.00	112,400.00
Supplemental	288,381.00	0.00	261,021.00	288,381.00	108,280.00