



**CORNING UNION HIGH**

John Burch, District 5

643 Blackburn Ave. Corning, CA 96021 ph

LCAP Year  2017–18  2018–19  2019–20

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

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

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

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

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

LEA Name	Corning Union High School District		
Contact Name and Title	John Burch Superintendent	Email and Phone	jburch@corningshs.org 530-824-8000

## 2017-20 Plan Summary

### THE STORY

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

The Corning Union High School District contains the only comprehensive 9-12 site in the city of Corning along with a continuation high school site. CUHSD is situated in a small agriculturally-based community with a diverse population of students comprised mostly of white and Hispanic ethnicities. The District maintains closed campuses in an effort to promote safety and focus on priorities for education. The District provide a comprehensive schedule of courses that students can participate in and learn from. Student involvement is promoted by providing a variety of activities on both campuses with an effort to develop good citizens and lifelong learners. The teachers and staff of the District are committed to students and to making our school a positive place to learn and work. The Corning Union High School District's mission is to develop students who are responsible, respectful and ready for all postsecondary opportunities they choose to pursue. The expectations we establish for students promote our basic educational purpose of student learning and good citizenship. The fundamental goals or school wide learning outcomes (SLOs) for the school and our students revolve around the acronym "CARD" which acknowledges our cardinal mascot. Through the curricula, programs, and activities of our school, we seek to promote these four school-wide, overarching learning goals. The acronym represents Critical thinkers, Articulate communicators, Responsible citizens, and Deliberate learners. These goals are also aligned to the common core and college-career readiness goals of increased proficiency and independence in reading, writing, listening-speaking and use of academic language. We have programs in place that provide a variety of opportunities for all students. Our school wide poster also reflects these goals for CUHSD students.

## LCAP HIGHLIGHTS

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

Key points in this year's LCAP include a focus on improving the redesignation process for English Learner students. New redesignation criteria have been determined and will be implemented in the current year. Students mathematics achievement as measured by the percentage of students who meet or exceed standard is also a focus of this year's LCAP. Great strides have been made in improving the District's graduation rate and the activities that have contributed to that, such as the addition of support/intervention classes and after-school academic support will be continued and increased as needed. The socio-emotional support of students is also an important focus of this year's LCAP. Continued MFT counseling opportunities, the support of a behaviorist, the implementation of a positive behavior intervention system for at risk students, and an instructional focus on how trauma in students lives impact their student achievement have been some of the strategies that have been used for the socio-emotional support of the students, which in turn can lead to the improved academic achievement of the students. Improved student access to technology in the classroom and the maintenance/improvement of the District's facilities have also been targeted areas, again with the goal of improving student achievement and improving the school culture by making the District's facilities a desirable place to come.

## REVIEW OF PERFORMANCE

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

The most significant progress the District has made has been in the Overall Graduation Rate and the Graduation Rates of all of the Equity Groups. Progress was made in all groups with the greatest progress being in the English Learner Equity Group. As you can see from the data below, progress was made in closing the gap between the White Equity Group and the English Learner Equity Group. The District contributes this increase in graduation rate to the added supports provided through our LCAP goals such as support classes for students performing below proficiency in math and English and after-school academic help provided for students along with transportation to get them home. We are planning to build on this success in the 2017-18 school year by providing targeted academic support for students at risk of failing classes by their classroom teacher during our Academic Support Time.

Student Performance	Number of Students	Status	Change
All Students	219	High 94.5%	Increased +3.3%
English Learners	46	Medium 87%	Increased Significantly +8%
Foster Youth	N/A	N/A	N/A
Homeless	N/A	N/A	N/A
Socioeconomically Disadvantaged	179	High 93.3%	Increased +2.8%
Students with Disabilities	16	Low 75%	Increased +2.4%
African American	4	*	*
American Indian	3	*	*
Asian	2	*	*
Filipino	1	*	*
Hispanic	110	High 90.9%	Maintained +0.1%
Pacific Islander	*	*	*
Two or More Races	1	*	*
White	98	Very High 98%	Increased Significantly +5.4%

## GREATEST PROGRESS

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

Based on the data from the California School Dashboard, one area of greatest need that we will address is the District's academic performance on the CAASPP Mathematics test. The District's students are performing well below the level 3 proficiency level and the District needs to make progress in moving toward that level 3 proficiency. The math department has already made some changes in the delivery of curriculum during the 2016-17 school year and the District is adding an additional math teacher to provide more for students who are at risk of not being successful and to help maintain a smaller class size in the lower level math courses. Another area of need the District will be addressing next year is the suspension rate. The District is making some policy changes and providing additional socio-emotional support through counseling to help address the ongoing needs of the students.

**GREATEST NEEDS**

The screenshot shows a web browser displaying the California School Dashboard report for Corning Union High - Tehama County. The report is titled "College/Career Preparedness Report" and includes the following information:

- Enrollment: 924
- Socioeconomically Disadvantaged: 73%
- English Learners: 14%
- Foster Youth: N/A
- Grade Span: 9-Adult
- Reporting Year: Spring 2017
- Charter School: No

Navigation tabs include: Equity Report, Status and Change Report, Detailed Reports, and Student Group Report.

A note states: "The College/Career Indicator, which includes Grade 11 assessment results, will be reported as a state indicator in fall 2017. Grade 11 assessment results for English language arts and are provided below for informational purposes."

	Number of Students	Status	Change
English Language Arts (Grade 11)	187	10.4 points below level 3	-13 points
Mathematics (Grade 11)	185	99.7 points below level 3	-16.6 points

Performance Levels: Blue (Highest), Green, Yellow, Orange, Red (Lowest)

Footnote: "An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 11 students in any year used to calculate status and change. An N/A means that data is not currently available."

Contact: Questions or comments? Send them to lcff@cde.ca.gov

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

Looking at the data from the California School Dashboard, there are no areas of significant performance gaps between any of the equity groups in the District. There are no areas where one student group is performing two or more performance levels below the "all student" performance.

## PERFORMANCE GAPS

### INCREASED OR IMPROVED SERVICES

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

To increase or improve the services to our low-income, English Learners, and foster youth, the District is implementing additional support classes in mathematics to provide extra support in the areas that the students are lacking the academic skills to be successful. The District is also increasing the after-school support for at-risk students through targeted academic instruction provided during Academic Support Time. Students will be identified on a daily basis to receive extra academic support in a specific curriculum area provided by their classroom teacher.

### BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$12,145,582
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$6,666,655.00

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

The difference between the general fund expenditures and the LCAP are general administration costs and operations as well as the contribution to the adult education fund and special education.

\$9,670,272

Total Projected LCFF Revenues for LCAP Year

# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 1

Increase the number of students who are prepared for whatever post secondary opportunity they choose to pursue.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

The percentage of teacher who are misassigned will be 0%.

Increase the average number of A-G courses completed by students by 0.5 course per student.

Increase the percentage of students graduating having completed the A-G sequence of courses by 1%.

Increase the average number of Career Technical Education courses completed by students by 0.5 course per student.

#### ACTUAL

The percentage of teachers who were misassigned this year was maintained at 0%. While the average number of A-G courses did not increase by 0.5 course per student, there was progress made with an increase of 0.2 course per student. The average number of Career Technical Education courses completed by students did not increase to meet our goal. However, for the 2016-17 school year the District added additional Career Technical Education course offerings and is again adding more for the 2017-18 school year.

### 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

Actions/Services

**PLANNED**  
Attract and retain highly qualified teachers.

**ACTUAL**  
The District was able to attract and retain teachers who were all teaching within their credentialed areas.

Expenditures

**BUDGETED**

A-G Teacher Salaries 1000-1999: Certificated Personnel Salaries Base 1,268,750

Professional Development 5000-5999: Services And Other Operating Expenditures Supp/Conc 35,000

Support/Intervention Classes 1000-1999: Certificated Personnel Salaries Supp/Conc 22,000

CTE Teacher Salaries 1000-1999: Certificated Personnel Salaries Supp/Conc 610,000

Salary Driven Benefits-A-G Teacher Salaries 3000-3999: Employee Benefits Base 426,046

Salary Driven Benefits-CTE Teacher Salaries & Supp/Interv Classes 3000-3999: Employee Benefits Supp/Conc 208,375

NCLB Core Teachers 1000-1999: Certificated Personnel Salaries Base 1,624,000

Human Resources Support 2000-2999: Classified Personnel Salaries Base 5,000

Committee on Assignment 4000-4999: Books And Supplies Supp/Conc 1,000

Beginning Teacher Support and Assessment 5000-5999: Services And Other Operating Expenditures Supp/Conc 20,000

**ESTIMATED ACTUAL**

A-G Teacher Salaries 1000-1999: Certificated Personnel Salaries Base 863,186

Professional Development 5000-5999: Services And Other Operating Expenditures Supp/Conc 39,157

Support/Intervention Classes 1000-1999: Certificated Personnel Salaries Supp/Conc 72,143

CTE Teacher Salaries 1000-1999: Certificated Personnel Salaries Supp/Conc 643,996

Salary Driven Benefits-A-G Teacher Salaries 3000-3999: Employee Benefits Base 306,520

Salary Driven Benefits-CTE Teacher Salaries & Supp/Interv Classes 3000-3999: Employee Benefits Supp/Conc 229,907

Core Teachers 1000-1999: Certificated Personnel Salaries Base 740,636

Human Resources Support 2000-2999: Classified Personnel Salaries Base 5,465

Committee on Assignment 4000-4999: Books And Supplies Supp/Conc 0

Alliance for Teacher Excellence 5000-5999: Services And Other Operating Expenditures Supp/Conc 9,600

Action

2

Actions/Services

**PLANNED**

Provide academic Support by providing:

- a. School counselors at Corning High and Centennial High
- b. Paraeducators for English Learner and Special needs students
- c. Library technician and Career Center technician

**ACTUAL**

The District provided 3.0 FTE counseling at CUHS and 0.5 FTE counseling at Centennial. Paraeducator support for English Learners and Students with Disabilities were provided at CUHS and at Centennial. Library Technician services and Career Center Technician services were provided by the District. Utilize the last 20 minutes of certificated contractual day for increased after school support for at-risk students through targeted academic instruction during Academic Support Time.

Expenditures

**BUDGETED**

School Counselors 1000-1999: Certificated Personnel Salaries Base 218,500

Career Center 2000-2999: Classified Personnel Salaries Supp/Conc 27,700

Library 2000-2999: Classified Personnel Salaries Supp/Conc 25,700

Salary Driven Benefits-Counselors 3000-3999: Employee Benefits Base 73,373

**ESTIMATED ACTUAL**

School Counselors 1000-1999: Certificated Personnel Salaries Base 190,680

Career Center 2000-2999: Classified Personnel Salaries Special Education Reimbursement 18,078

Library Services 2000-2999: Classified Personnel Salaries Supp/Conc 28,611

Salary Driven Benefits-Counselors 3000-3999: Employee Benefits Base 42,824

Salary Driven Benefits-Career Center & Library 3000-3999: Employee Benefits Supp/Conc 12,150  
 Certificated Academic Support Time 1000-1999: Certificated Personnel Salaries Other 0  
 Salary Driven Benefits - Certificated Academic Support Time 3000-3999: Employee Benefits Other 0

Salary Driven Benefits-Career Center Technician & Library Technician 3000-3999: Employee Benefits Supp/Conc 25,536  
 Certificated Academic Support Time 1000-1999: Certificated Personnel Salaries Other 152,007  
 Salary Driven Benefits - Certificated Academic Support Time 3000-3999: Employee Benefits Other 34,578

Action **3**

**Actions/Services**  
**PLANNED**  
 Provide instructional materials for:

- a. A-G approved courses
- b. Career Technical Education courses
- c. State Standards aligned courses

**Expenditures**  
**BUDGETED**  
 Purchase of Books and Materials for A-G Courses 4000-4999: Books And Supplies Base 40,000  
 CTE Course Supplies 4000-4999: Books And Supplies Base 45,000  
 Textbooks and supplementary materials 4000-4999: Books And Supplies Supp/Conc 200,000

**ACTUAL**  
 Sufficient instructional materials were provided for all classes in the District.

**ESTIMATED ACTUAL**  
 Purchase of Books and Materials for A-G Courses 4000-4999: Books And Supplies Base 40,000  
 CTE Course Supplies 4000-4999: Books And Supplies Base 73,283  
 Textbooks and supplementary materials 4000-4999: Books And Supplies Supp/Conc 62,074

Action **4**

**Actions/Services**  
**PLANNED**  
 Provide College/Career Assessments:

- a. ACT assessments at no cost to students
- b. ACT Career assessments for CUHSD students enrolled in CTE courses

**Expenditures**  
**BUDGETED**  
 ACT Assessments (No Cost)  
 Career Assessments (No Cost-Incl in positional salaries)

**ACTUAL**  
 ACT assessment was provided to all 11th grade students interested in taking them at no charge. The Pre-ACT was given to all 10th grade students at no cost to the students. The ACT

**ESTIMATED ACTUAL**  
 ACT Assessments for 11th grade students. 0  
 Career Assessments (No Cost-Incl in positional salaries) 0

Action **5**

**Actions/Services**  
**PLANNED**  
 Provide Career Technical Education Equipment and Technology

**Expenditures**  
**BUDGETED**

**ACTUAL**  
 Career Technical Education Equipment and Technology was provided by the District.

**ESTIMATED ACTUAL**

Career Technical Education equipment and technology for CTE department 4000-4999: Books And Supplies Other 44,000

Career Technical Education equipment and technology for CTE department 4000-4999: Books And Supplies Other 103,261

Action **6**

Actions/Services

**PLANNED**  
Provide highly qualified staff to instruct and support ELD classes

**ACTUAL**  
The District provided highly qualified staff to instruct and support ELD classes

Expenditures

**BUDGETED**  
ELD Teacher salaries 1000-1999: Certificated Personnel Salaries Supp/Conc 56,000  
ELD Para Educators 2000-2999: Classified Personnel Salaries Supp/Conc 20,500  
Salary Driven Benefits ELD Teachers 3000-3999: Employee Benefits Supp/Conc 18,625  
Salary Driven Benefits ELD Para Educators 3000-3999: Employee Benefits Supp/Conc 10,500

**ESTIMATED ACTUAL**  
ELD Teacher salaries 1000-1999: Certificated Personnel Salaries Supp/Conc 129,396  
ELD Para Educators 2000-2999: Classified Personnel Salaries Supp/Conc 26,795  
Salary Driven Benefits ELD Teachers 3000-3999: Employee Benefits Supp/Conc 46,899  
Salary Driven Benefits ELD Para Educators 3000-3999: Employee Benefits Supp/Conc 9,659

Action **7**

Actions/Services

**PLANNED**  
Provide Books and Supplemental Materials for the ELD support classes

**ACTUAL**  
All Books and Supplemental Materials necessary for the ELD support classes were provided by the District.

Expenditures

**BUDGETED**  
Purchase of Books and Materials for ELD Classes 4000-4999: Books And Supplies Supp/Conc 5,000

**ESTIMATED ACTUAL**  
Purchase of Books and Materials for ELD Classes 4000-4999: Books And Supplies Supp/Conc 0

Action **8**

Actions/Services

**PLANNED**  
Provide training and support for the ELD Staff

**ACTUAL**  
ELD staff were provided staff development to help increase student achievement.

Expenditures

**BUDGETED**  
Travel and Conference 5000-5999: Services And Other Operating Expenditures Supp/Conc 10,000

**ESTIMATED ACTUAL**  
Travel and Conference 5000-5999: Services And Other Operating Expenditures Supp/Conc 3000

Action **9**

Actions/Services

**PLANNED**  
Provide English Learner Counselor

**ACTUAL**  
The District provided an English Learner Counselor to focus on the needs of EL students.

Expenditures

**BUDGETED**  
EL Counseling 1000-1999: Certificated Personnel Salaries Supp/Conc 15,625

**ESTIMATED ACTUAL**  
EL Counseling 1000-1999: Certificated Personnel Salaries Supp/Conc 24,604



Salary Driven Benefits EL Counseling 3000-3999: Employee Benefits Supp/Conc 5,125

Salary Driven Benefits EL Counseling 3000-3999: Employee Benefits Supp/Conc 7,467

Action **10**

Actions/Services

**PLANNED**  
 Provide Educational Options for credit recovery through:  
 a. High School Subjects Lab  
 b. Summer School  
 c. Continuation High School  
 d. Independent Study Program

**ACTUAL**  
 The District provided Educational Options for credit recovery through:  
 a. High School Subjects Lab  
 b. Summer School  
 c. Continuation High School  
 d. Independent Study Program

Expenditures

**BUDGETED**  
 High School Subjects Lab 1000-1999: Certificated Personnel Salaries Supp/Conc 15,000  
 Summer School 1000-1999: Certificated Personnel Salaries Supp/Conc 15,000  
 Continuation High School 1000-1999: Certificated Personnel Salaries Supp/Conc 35,500  
 Independent Study Program 1000-1999: Certificated Personnel Salaries Supp/Conc 25,000  
 Salary Driven Benefits Certificated Salaries 3000-3999: Employee Benefits Supp/Conc 20,675

**ESTIMATED ACTUAL**  
 High School Subjects Lab 1000-1999: Certificated Personnel Salaries Supp/Conc 10,375  
 Summer School 1000-1999: Certificated Personnel Salaries Supp/Conc 15,000  
 Continuation High School 1000-1999: Certificated Personnel Salaries Supp/Conc 42,237  
 Independent Study Program 1000-1999: Certificated Personnel Salaries Supp/Conc 36,816  
 Salary Driven Benefits Certificated Salaries 3000-3999: Employee Benefits Supp/Conc 22,767

Action **11**

Actions/Services

**PLANNED**  
 Monitor, Evaluate and Assess the progress towards implementation of the standards through:  
 a. Walk-through and formal evaluation  
 b. Providing an assessment coordinator  
 c. Developing local assessments aligned to the new standards

**ACTUAL**  
 The District provided the resources to Monitor, Evaluate and Assess the progress towards implementation of the standards through:  
 a. Walk-through and formal evaluation  
 b. Providing an assessment coordinator  
 c. Developing local assessments aligned to the new standards

Expenditures

**BUDGETED**  
 Assessment Coordinator 2000-2999: Classified Personnel Salaries Supp/Conc 15,000  
 Local Assessments 5000-5999: Services And Other Operating Expenditures Supp/Conc 15,000  
 Salary Driven Benefits-Assessment Coordinator 3000-3999: Employee Benefits Supp/Conc 6,970

**ESTIMATED ACTUAL**  
 Assessment Coordinator 2000-2999: Classified Personnel Salaries Supp/Conc 6,545  
 Local Assessments 5000-5999: Services And Other Operating Expenditures Supp/Conc 5,062  
 Salary Driven Benefits-Assessment Coordinator 3000-3999: Employee Benefits Supp/Conc 634

Action **12**

<p>Actions/Services</p>	<p><b>PLANNED</b>                  Provide the Technology to monitor the implementation of the standards and to monitor the student's progress toward mastering the standards via:                  a. Progress Advisor program                  b. Aeries Analytics program                  c. Sufficient hardware to support the software                  d. Technical support for the hardware and software                  e. Professional development in the use of the technology</p>	<p><b>ACTUAL</b>                  The District provided the Technology software and infrastructure to monitor the implementation of the standards and to monitor the student's progress toward mastering the standards via:                  a. Progress Advisor program                  b. Aeries Analytics program                  c. Sufficient hardware to support the software                  d. Technical support for the hardware and software                  e. Professional development in the use of the technology</p>
<p>Expenditures</p>	<p><b>BUDGETED</b>                  Progress Advisor 5000-5999: Services And Other Operating Expenditures Supp/Conc 10,000                  Aeries/Aeries Analytics 5000-5999: Services And Other Operating Expenditures Supp/Conc 10,000                  Hardware, software and infrastructure 5000-5999: Services And Other Operating Expenditures Supp/Conc 100,000                  Data and Technology Support 2000-2999: Classified Personnel Salaries Base 51,250                  Professional Development 5000-5999: Services And Other Operating Expenditures Base 5,000                  Salary Driven Benefits-Data/Tech Support 3000-3999: Employee Benefits Base 24,200</p>	<p><b>ESTIMATED ACTUAL</b>                  Progress Advisor 5000-5999: Services And Other Operating Expenditures Supp/Conc 800                  Aeries/Aeries Analytics 5000-5999: Services And Other Operating Expenditures Supp/Conc 5,020                  Hardware, software and infrastructure 5000-5999: Services And Other Operating Expenditures Supp/Conc 92,780                  Data and Technology Support 2000-2999: Classified Personnel Salaries Base 60,042                  Professional Development 5000-5999: Services And Other Operating Expenditures Base 4,522                  Salary Driven Benefits-Data/Tech Support 3000-3999: Employee Benefits Base 24,509</p>

**ANALYSIS**

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

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

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

Overall the District implemented to actions and services that were planned for the 2016-17 school year. Significant professional development was provided to the staff to aid in providing support to our at-risk students. Resources were focused to provide additional academic and behavioral support for the most at-risk students, such as during school support classes, after-school tutoring, and MFT Counseling. An additional bilingual para educator was provided to support English Learner instruction for our English Learner students.

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

The actions and services provided by the District, while not improving the overall achievement of students in the District as measured by the results of the CAASPP testing from the California School Dashboard, did improve the overall graduation rate in the District and significantly improved the graduation rate of our English Learner equity group. Therefore, the District has determined that the actions and services provided were effective but they need to be expanded upon as we move into subsequent years.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The differences in salaries can be attributed to a 4% salary increase which also impacted benefits. ELD teachers was originally 1.0 FTE which was increased to 2.0 FTE. In Action 3, The CTE course supplies included a portion of CTEIG grant expenditures (resource 6387) which do not qualify for Supplemental and concentration. This amount was reported correctly and will be adjusted in the upcoming years. Action 5 also related to the CTEIG grant expenditures which was changed from Supplemental/Concentration to OTHER. The amount is higher because it is taking a portion of the funds committed in action 3. In Action 1, Regarding A-G and Core Teachers, the budget was overstated possibly a duplication between core teachers and the A-G. This has been corrected in the annual update. In Action 12, the Progress Advisor program cost was only \$800, budgeted cost was over projected. In Action 11, the assessment coordinator was paid through a monthly stipend that totaled \$6545 annually, the rest of the cost was included in Goal 1. Goal 1, Action 7, no ELD supplies/books were purchased because the increased ELD support in math courses utilized curriculum generated by the instructor. We reviewed various curricula and elected to use the locally developed one. Additionally, our ASSETs grant provided support outside of the school day which lessened the need for new curriculum during the regular school day. Within the ELD program, our teaching staff determined they had sufficient materials to meet the needs for the current year.

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

No changes were made to this goal, the expected outcomes or the metrics used to evaluate the effectiveness of the actions and services. It was determined that the actions and services that were effective for the District's at-risk students and should continue to be used in the future and other services increased, especially in the area of mathematics. Because of the late release of the data from the California School Dashboard, these adjustments were not able to be made for the 2016-17 school year but will be reflected in the actions and services provided to all students in the 2017-18 school year.

# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 2

Create a safe and well-maintained learning environment that promotes respect and responsibility among students.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Increase the attendance percentage of students by 0.2%.

Decrease the rate of chronic absenteeism by 0.5%.

The number of suspensions for students with disabilities in the 48900k category will be reduced by 5%.

The District Facilities will receive a "Good" evaluation as measured by the Facilities Inspection Tool report.

#### ACTUAL

While the overall attendance percentage of students did not increase this year, it is still well ahead of where it was a couple of years ago before new policies were implemented to improve student attendance. Chronic absenteeism decreased 0.5%, from 8.5% to 8.0%. The number of suspensions dropped from 250 to 167, which was a reduction of 33%. The District facilities were maintained in "Good" evaluation as measured by the Facilities Inspection Tool.

### 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

Actions/Services

#### PLANNED

Provide Opportunities for Parental Involvement via:  
 a. English Learner Advisory Committee  
 b. Native Language support

#### ACTUAL

The District provided Opportunities for Parental Involvement via:  
 a. English Learner Advisory Committee

	<p>c. School Messenger d. Translation of materials sent home into native language</p>	<p>b. Native Language support c. School Messenger d. Translation of materials sent home into native language</p>
Expenditures	<p><b>BUDGETED</b> ELAC Committee 4000-4999: Books And Supplies Supp/Conc 500 First Language Support 2000-2999: Classified Personnel Salaries Supp/Conc 2,000 School Messenger 5800: Professional/Consulting Services And Operating Expenditures Supp/Conc 2,000 Translation Services- Written and Oral 5000-5999: Services And Other Operating Expenditures Supp/Conc 2,000 Salary Driven Benefits 3000-3999: Employee Benefits Supp/Conc 450</p>	<p><b>ESTIMATED ACTUAL</b> ELAC Committee 4000-4999: Books And Supplies Supp/Conc 500 First Language Support 2000-2999: Classified Personnel Salaries Supp/Conc 2,977 School Messenger 5800: Professional/Consulting Services And Operating Expenditures Supp/Conc 3,510 Translation Services- Written and Oral 5000-5999: Services And Other Operating Expenditures Supp/Conc 0 Salary Driven Benefits 3000-3999: Employee Benefits Supp/Conc 1,073</p>

Action **2**

Actions/Services	<p><b>PLANNED</b> Provide a variety of Course Offerings: a. College/Career Readiness b. Health c. Technology d. Reading Intervention e. Mathematics support</p>	<p><b>ACTUAL</b> The District provided a variety of Course Offerings: a. College/Career Readiness b. Health c. Technology d. Reading Intervention e. Mathematics support</p>
Expenditures	<p><b>BUDGETED</b> Corresponding Teacher Salaries 1000-1999: Certificated Personnel Salaries Supp/Conc 280,000 Salary Driven Benefits-Teachers 3000-3999: Employee Benefits Supp/Conc 91,750</p>	<p><b>ESTIMATED ACTUAL</b> Corresponding Teacher Salaries 1000-1999: Certificated Personnel Salaries Supp/Conc 306,288 Salary Driven Benefits-Teachers 3000-3999: Employee Benefits Supp/Conc 99,597</p>

Action **3**

Actions/Services	<p><b>PLANNED</b> Provide Attendance monitoring and intervention through: a. Attendance support personnel b. Student Information System c. Technology support d. Administrative support</p>	<p><b>ACTUAL</b> The District provided Attendance monitoring and intervention through: a. Attendance support personnel b. Student Information System c. Technology support d. Administrative support</p>
Expenditures	<p><b>BUDGETED</b></p>	<p><b>ESTIMATED ACTUAL</b></p>

Attendance support personnel 2000-2999: Classified Personnel Salaries Supp/Conc 15,375  
 Administrative Support 1000-1999: Certificated Personnel Salaries Supp/Conc 15,225  
 Student Information System 5000-5999: Services And Other Operating Expenditures Supp/Conc 5,000  
 Technology Support/ Professional Development 5000-5999: Services And Other Operating Expenditures Supp/Conc 5,000  
 Salary Driven Benefits-Classified 3000-3999: Employee Benefits Supp/Conc 7,850  
 Salary Driven Benefits-Certificated 3000-3999: Employee Benefits Supp/Conc 5,050

Attendance support personnel 2000-2999: Classified Personnel Salaries Supp/Conc 17,036  
 Administrative Support 1000-1999: Certificated Personnel Salaries Supp/Conc 9,447  
 Student Information System 5000-5999: Services And Other Operating Expenditures Supp/Conc 5620  
 Technology Support/ Professional Development 5000-5999: Services And Other Operating Expenditures Supp/Conc 6812  
 Salary Driven Benefits-Classified 3000-3999: Employee Benefits Supp/Conc 8,841  
 Salary Driven Benefits-Certificated 3000-3999: Employee Benefits Supp/Conc 2,686

Action

# 4

Actions/Services

**PLANNED**  
 Provide Programs and Services to monitor and support students:  
 a. Behavior Intervention Program  
 b. Childcare Center  
 c. Administrative Support  
 d. Counseling Support  
 e. Para Educator Support  
 f. Online Learning  
 g. Positive Behavior Intervention System

**ACTUAL**  
 The District provided Programs and Services to monitor and support students:  
 a. Behavior Intervention Program  
 b. Childcare Center  
 c. Administrative Support  
 d. Counseling Support  
 e. Para Educator Support  
 f. Online Learning  
 g. Positive Behavior Intervention System

Expenditures

**BUDGETED**  
 Behavior Intervention Program 1000-1999: Certificated Personnel Salaries Supp/Conc 18,450  
 Children's Center 2000-2999: Classified Personnel Salaries Supp/Conc 20,500  
 Administrative Support 1000-1999: Certificated Personnel Salaries Supp/Conc 5,100  
 Counseling Support 1000-1999: Certificated Personnel Salaries Supp/Conc 25,500  
 Para Educator Support 2000-2999: Classified Personnel Salaries Supp/Conc 10,500  
 Online Learning 5000-5999: Services And Other Operating Expenditures Supp/Conc 5,000  
 Positive Behavior Intervention System 5000-5999: Services And Other Operating Expenditures Supp/Conc 10,000  
 Salary Driven Benefits-Classified 3000-3999: Employee Benefits Supp/Conc 22,200

**ESTIMATED ACTUAL**  
 Behavior Intervention Program 1000-1999: Certificated Personnel Salaries Supp/Conc 25,145  
 Child Care Center 2000-2999: Classified Personnel Salaries Supp/Conc 19,241  
 Administrative Support 1000-1999: Certificated Personnel Salaries Supp/Conc 5,668  
 Counseling Support 1000-1999: Certificated Personnel Salaries Supp/Conc 17,641  
 Para Educator Support 2000-2999: Classified Personnel Salaries Supp/Conc 11,878  
 Online Learning 5000-5999: Services And Other Operating Expenditures Supp/Conc 2,037  
 Positive Behavior Intervention System 5000-5999: Services And Other Operating Expenditures Supp/Conc 0  
 Salary Driven Benefits-Classified 3000-3999: Employee Benefits Supp/Conc 7,229

Salary Driven Benefits-Certificated 3000-3999: Employee Benefits  
Supp/Conc 9,250

Salary Driven Benefits-Certificated 3000-3999: Employee Benefits  
Supp/Conc 7,268

Action **5**

Actions/Services

**PLANNED**  
Provide Transportation (Home to School)  
a. General bus transportation  
b. Specialized transportation for students with disabilities

**ACTUAL**  
The District provided Transportation (Home to School)  
a. General bus transportation  
b. Specialized transportation for students with disabilities

Expenditures

**BUDGETED**  
Bus Drivers 2000-2999: Classified Personnel Salaries Supp/Conc 46,125  
Parts & Supplies 4000-4999: Books And Supplies Base 35,000  
Salary Driven Benefits-Bus Drivers 3000-3999: Employee Benefits  
Supp/Conc 19,500

**ESTIMATED ACTUAL**  
Bus Drivers 2000-2999: Classified Personnel Salaries Supp/Conc 34,843  
Parts & Supplies 4000-4999: Books And Supplies Base 153,255  
Salary Driven Benefits-Bus Drivers 3000-3999: Employee Benefits  
Supp/Conc 16,319  
Specialized transportation for students with disabilities 2000-2999:  
Classified Personnel Salaries Base 46,570  
Salary Driven Benefits - Specialized transportation for students with  
disabilities 3000-3999: Employee Benefits Base 20,589

Action **6**

Actions/Services

**PLANNED**  
Provide Food Services for breakfast and lunch

**ACTUAL**  
The District provided Food Services for breakfast, lunch and  
supper

Expenditures

**BUDGETED**  
Breakfast and Lunch supplies 4000-4999: Books And Supplies Other 50,000  
  
Operations 5000-5999: Services And Other Operating Expenditures Other  
3,500

**ESTIMATED ACTUAL**  
Breakfast, Lunch and Supper supplies 4000-4999: Books And Supplies  
Other 233,195  
Operations 5000-5999: Services And Other Operating Expenditures Other  
7,928

Action **7**

Actions/Services

**PLANNED**  
Incorporate Attendance Goals as part of the Individualized  
Education Program Process

**ACTUAL**  
Attendance goals were integrated as a part of all students  
individualized education program.

Expenditures

**BUDGETED**  
Special Education Teacher 1000-1999: Certificated Personnel Salaries  
Special Education Reimbursement 35,500  
School Psychologist 1000-1999: Certificated Personnel Salaries Supp/Conc  
25,000  
Behavior Intervention Specialist 1000-1999: Certificated Personnel Salaries  
Supp/Conc 25,375

**ESTIMATED ACTUAL**  
Special Education Teacher 1000-1999: Certificated Personnel Salaries  
Special Education Reimbursement 46,290  
School Psychologist 1000-1999: Certificated Personnel Salaries  
Supp/Conc 37,473  
Behavior Intervention Specialist 1000-1999: Certificated Personnel Salaries  
Supp/Conc 25,145

Clerical Support 2000-2999: Classified Personnel Salaries Base 10,250  
 Salary Driven Benefits-Special Education Teacher 3000-3999: Employee Benefits Special Education Reimbursement 11,825  
 Salary Driven Benefits-Behavior Intervention Specialist 3000-3999: Employee Benefits Supp/Conc 8,475  
 Salary Driven Benefits-Clerical Support 3000-3999: Employee Benefits Base 4,800  
 Salary Driven Benefits-School Psychologist 3000-3999: Employee Benefits Supp/Conc 11,000

Clerical Support 2000-2999: Classified Personnel Salaries Base 18,475  
 Salary Driven Benefits-Special Education Teacher 3000-3999: Employee Benefits Special Education Reimbursement 14,765  
 Salary Driven Benefits-Behavior Intervention Specialist 3000-3999: Employee Benefits Supp/Conc 7,703  
 Salary Driven Benefits-Clerical Support 3000-3999: Employee Benefits Base 9,308  
 Salary Driven Benefits-School Psychologist 3000-3999: Employee Benefits Supp/Conc 11,210

Action **8**

Actions/Services

**PLANNED**  
 Contract Outside Agency Support:  
 a. School Attendance Review Board  
 b. School Resource Officer  
 c. MFT/Prevention Counseling Services

**ACTUAL**  
 The District contracted Outside Agency Support to enhance a positive school climate:  
 a. School Attendance Review Board  
 b. School Resource Officer  
 c. MFT/Prevention Counseling Services

Expenditures

**BUDGETED**  
 School Attendance Review Board (No Cost)  
  
 School Resource Officer 5800: Professional/Consulting Services And Operating Expenditures Supp/Conc 15,000  
 MFT/Prevention Counseling Services 5800: Professional/Consulting Services And Operating Expenditures Supp/Conc 15,000

**ESTIMATED ACTUAL**  
 School Attendance Review Board 5800: Professional/Consulting Services And Operating Expenditures Supp/Conc 4,128  
 School Resource Officer 5800: Professional/Consulting Services And Operating Expenditures Supp/Conc 0  
 MFT/Prevention Counseling Services 5800: Professional/Consulting Services And Operating Expenditures Supp/Conc 125,000

Action **9**

Actions/Services

**PLANNED**  
 Provide Program Services and Support:  
 a. Community Day School  
 b. Saturday School  
 c. Training of Staff members  
 d. Academic Skills Support Center  
 e. Alternative Education Resource Teacher  
 f. Special Education Counselor

**ACTUAL**  
 The District provided Program Services and Support:  
 a. Saturday School  
 b. Training of Staff members  
 c. Academic Skills Support Center  
 d. Alternative Education Resource Teacher  
 e. Special Education Counselor

Expenditures

**BUDGETED**  
 Certificated Salaries 1000-1999: Certificated Personnel Salaries Supp/Conc 66,000  
 Salary Driven Benefits-Certificated 3000-3999: Employee Benefits Supp/Conc 23,675

**ESTIMATED ACTUAL**  
 Certificated Salaries 1000-1999: Certificated Personnel Salaries Supp/Conc 52,194  
 Salary Driven Benefits-Certificated 3000-3999: Employee Benefits Supp/Conc 13,615



Classified Salaries 2000-2999: Classified Personnel Salaries Supp/Conc 12,000  
 Salary Driven Benefits-Classified 3000-3999: Employee Benefits Supp/Conc 3,800  
 Professional Development 5000-5999: Services And Other Operating Expenditures Supp/Conc 7,500  
 Special Education Counselor 1000-1999: Certificated Personnel Salaries Supp/Conc 10,500  
 Salary Driven Benefits-Special Education 3000-3999: Employee Benefits Supp/Conc 3,130

Classified Salaries Academic Skills Support Center 2000-2999: Classified Personnel Salaries Supp/Conc 12,838  
 Salary Driven Benefits-Classified 3000-3999: Employee Benefits Supp/Conc 7,853  
 Professional Development 5000-5999: Services And Other Operating Expenditures Supp/Conc 7,388  
 Special Education Counselor 1000-1999: Certificated Personnel Salaries Other 17,518  
 Salary Driven Benefits-Special Education 3000-3999: Employee Benefits Other 6,399

Action **10**

**Actions/Services**  
**PLANNED**  
 Provide the Materials and Supplies needed to keep the facilities in good repair.

**Expenditures**  
**BUDGETED**  
 CUHS Main Campus 4000-4999: Books And Supplies Base 110,000  
 Alternative Education Sites 4000-4999: Books And Supplies Base 20,000  
 Other District Facilities 4000-4999: Books And Supplies Base 20,000

**ACTUAL**  
 The District provided the Materials and Supplies needed to keep the facilities in good repair.

**ESTIMATED ACTUAL**  
 CUHS Main Campus 4000-4999: Books And Supplies Base 134,986  
 Alternative Education Sites 4000-4999: Books And Supplies Base 14,301  
 Other District Facilities 4000-4999: Books And Supplies Base 17,665

Action **11**

**Actions/Services**  
**PLANNED**  
 Provide the Utilities necessary to keep the District facilities in good repair.

**Expenditures**  
**BUDGETED**  
 Gas & Electric 5000-5999: Services And Other Operating Expenditures Base 200,000  
 Water/Sewer 5000-5999: Services And Other Operating Expenditures Base 60,000  
 Garbage 5000-5999: Services And Other Operating Expenditures Base 30,000  
 Solar Maintenance 5800: Professional/Consulting Services And Operating Expenditures Base 20,000  
 Solar Installation Financing (QZAB) 7000-7439: Other Outgo Base 140,000

**ACTUAL**  
 The District provided the Utilities necessary to keep the District facilities in good repair.

**ESTIMATED ACTUAL**  
 Gas & Electric 5000-5999: Services And Other Operating Expenditures Base 203,081  
 Water/Sewer 5000-5999: Services And Other Operating Expenditures Base 47,702  
 Garbage 5000-5999: Services And Other Operating Expenditures Base 16,359  
 Solar Maintenance 5800: Professional/Consulting Services And Operating Expenditures Base 13,367  
 Solar Installation Financing (QZAB) 7000-7439: Other Outgo Base 140,000

Action **12**

**Actions/Services**  
**PLANNED**  
 Develop a long term plan to upgrade the District facilities; including closing out current DSA open projects

**ACTUAL**  
 The District is still in the process of developing a long term plan to upgrade the District facilities; All but one of the current DSA open projects have been closed out

	BUDGETED	ESTIMATED ACTUAL
Expenditures	CUHS Main Campus 5000-5999: Services And Other Operating Expenditures Base 25,000 Alternative Education Sites 5000-5999: Services And Other Operating Expenditures Base 25,000 Other District Facilities 5000-5999: Services And Other Operating Expenditures Base 25,000	CUHS Main Campus 5000-5999: Services And Other Operating Expenditures Base 53,616 Alternative Education Sites 5000-5999: Services And Other Operating Expenditures Base 38,549 Other District Facilities 5000-5999: Services And Other Operating Expenditures Base 13,093

**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.

Overall, the planned actions and services to accomplish the goal of providing a caring learning atmosphere where our students feel safe, where parents and community members are invited and welcomed onto campus regularly, and our students are provided a variety of course offerings. A variety of methods were utilized to monitor and promote positive school attendance with the desired results being obtained. The District used a variety of methods to provide socio-emotional support to the students and provided a quality school nutrition program to provide for the physical needs of the students.

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

The actions and services that were planned by the District have been effective in providing academic support for the students. Staff have had the opportunity engage students in various events that have challenged and motivated them. The support provided by MFT counseling has positively impacted socio-emotional health of the students, thereby allowing them to be more successful academically. The commitment of District funds to the maintenance and upkeep of the District facilities has been effective in keeping the school in excellent condition, providing a safe and clean environment for the students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was very little difference between the Budgeted Expenditures and the Estimated Actual Expenditures except in the area of Community Day School. The District determined that the program was not effective in meeting the academic and behavioral goals of the students. Therefore, the program was eliminated and an additional support was provided at the Continuation High School to better meet the needs of the students. In action 5, the costs of transportation is adjusted to separate Specialized transportation for students with disabilities. Also, not all eligible costs were included in the 2016/17 LCAP. In Action 6, the planned \$50,000 was an error, you cannot provide a year of food and supplies for that amount. The correct amount has been provided in the actuals. In action 8, the cost of the MFT/Prevention services was unknown, the annual update reflects the cost. The School Resource Officer did not utilize unrestricted funds because his salary/benefits were covered by grant funding through the City of Corning.

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

The District is not making any major changes to this goal. The District leadership team and the school board determined that more time implementing the actions and services in this goal was necessary to accurately determine the effectiveness of the implementation.

# Stakeholder Engagement

LCAP Year

 2017–18    2018–19    2019–20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

October 2016

The Superintendent shared a summary of the current LCAP goals with the school board at the October, 2016 school board meeting, with the Corning Union High School School Site Council and with the staff during a Monday collaboration time. A question and answer time was provided to clarify any questions about the goals of the LCAP.

Stakeholder groups for the Corning Union High School District include:

District LCAP Review Team

School Site Council (which includes students and parents)

ELAC

Parent Club

Staff (CUHSD has no union association for certificated staff)

CUHS Student Government

CTA/ESP

Corning Rotary

City of Corning

January 2017 and February 2017

A committee of parents, classified staff, certificated staff and administrative staff met to review the data for the LCAP, review the data from the new California School Dashboard, and recommend any additions, deletions or modifications to the LCAP goals. The team reviewed the goals and the data over multiple meetings to determine the effectiveness of the District in meeting the LCAP goals. The team also reviewed the services being provided to advise on the effectiveness of each service in attaining the LCAP goals.

January 2017 through April 2017

Communicated with the school board at the regular school board meetings about the composition of the LCAP Review Team and its progress at reviewing the LCAP goals and data. Shared information on LCFF and LCAP with the Corning Union High School District's Board of Trustees and answered questions of clarification as to why some of the services being rendered were being done. Also shared the data from the new California School Dashboard, how the various colors are determined, and the implications of the district's results.

April 2017

Shared information on the California School Dashboard and the LCAP with the staff of Corning Union High School and Centennial High School and the modifications that were recommended by the LCAP Review Team and the school board. Shared the progress made toward the goals based on the data we had so far. The superintendent presented the initial results from the California School Dashboard, how the results were determined, and the implications of the results.

April 2017

Presented information on the California School Dashboard and the updated LCAP with the English Learner Advisory Committee for the Corning Union High School District. The progress the District was making toward the goals was shared with them, especially the goals that pertained to the District's English Learner population. The superintendent presented the initial results from the California School Dashboard, how the results were determined, and the implications of the results.

April 2017

Information on the California School Dashboard and the updated LCAP with the shortened goals was presented to the School Site Council of Corning Union High School. The progress that the District is making toward meeting the previous goals was shared and the variety of services being provided to help meet the LCAP goals were elaborated upon. The superintendent presented the initial results from the California School Dashboard, how the results were determined, and the implications of the results.

May 2017

Information on the California School Dashboard and the updated LCAP with the reduced number of goals was presented to the Parent's Club of Corning Union High School. The progress that the District is making toward meeting the goals was shared and the variety of services being provided to help meet the LCAP goals were discussed. The superintendent presented the initial results from the California School Dashboard, how the results were determined, and the implications of the results.

The process seemed effective in giving various shareholder groups the opportunity to be involved in the process. Incorporating parents on the LCAP Review Team was beneficial to get their perspective in a setting with a variety of staff members. Parents and students were both given opportunities for input through the various committees they are a part of, such as School Site Council, Parent's Club and the English Learner Advisory Committee. However, the district is going to look at developing a strictly student advisory panel for the LCAP to get the students' focused input.

## IMPACT ON LCAP AND ANNUAL UPDATE

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

It was determined to leave the goals for the LCAP the same for this upcoming year so that the District could continue its focused effort on improving student achievement with the actions and services that were implemented last year to determine if they have truly been effective.

The District will continue to provide MFT counseling services to provide for the socio-emotional needs of the students.

There was some modification of the services being provided based on recommendations of the school board and the LCAP Leadership Team which included the closing of the community day school.

Staff have liked the focus on fewer LCAP goals and have thought that has kept our actions clearly directed toward our desired outcomes.

The addition of an additional bi-lingual aide at CUHS and at Centennial was implemented based on the ELAC committee's input. This so far has helped the District provide increased and better services to the English Learner population.

The members of the School Site Council asked questions especially focused on how the District was going to continue to help students be more college and career ready for life after high school. Information about how the district could better prepare students to be ready to go directly to college or to go directly into the work force was discussed.

The District will continue to offer a dedicated counselor for English Learner students to monitor their progress toward graduation based on the positive feedback from the ELAC committee. The District has also increased the opportunities for after school tutoring to provide support for English Learners in their core academic classes.

The District will continue to work on increasing the number of classes that are A-G approved to give students more opportunities to be complete A-G courses and the A-G course sequence. The District expanded the course offerings in CTE by adding patient care courses, manufacturing courses and additional courses in agriculture to give students more options of CTE courses. Students will be guided by counselors to make sure they complete CTE sequences of courses. A CTE course sequence in Construction trades is planning on being implemented in the 2017-18 school year.

The District will continue to update the offerings provided to students to make sure the courses are engaging to students.

The District has expanded opportunities for credit recovery after school and provided transportation for those students who might need it to continue to improve the graduation rate of all students.

District personnel will more closely monitor the attendance of students to identify students who might be at risk for attendance issues as soon as possible and to provide interventions for students. Positive incentives for attendance will also be provided to give positive motivation for good attendance. Transportation routes will also be looked at to minimize the amount of time students are on the bus.

The District has noticed that many of the students at risk for chronic absenteeism are also students with disabilities. Therefore, student attendance will be an improvement goal on the IEP's for students with disabilities who might have at risk attendance. The District will continue to work diligently with outside agency partners to help engage students to improve their attendance.

The District will continue to fund the district behaviorist and provide ongoing training to help develop and implement behavior intervention plans for students. The Behavior Intervention Program will be reviewed on an annual basis to help continually improve its effectiveness in modifying student behavior. A Positive Behavior Intervention System has been implemented to bring about additional improvements in behavior.

Education classes will be provided to all 9th grade students through their health course and health classes will be offered to other students on a volunteer basis. The Botvin life skills program is also taught to all ninth grade students.

The District will only hire new teachers who are highly qualified in the subject area they are teaching. Current teachers will only be assigned to classes which they are highly qualified to teach.

Weekly collaboration time will be dedicated to the aligning of courses to the new California standards. The principals will continue to monitor the progress of the alignment of courses to the new California standards. Additional technology will be provided for students to help facilitate the implementation and alignment of courses to the new California standards. Teachers and administration will be sent training on the implementation on the new California standards and the Next Generation Science Standards.

The District is committed to maintaining a deferred maintenance fund and providing resources to maintain and improve the district facilities.

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

New
  Modified
  Unchanged

### Goal 1

Increase the number of students who are prepared for whatever post secondary opportunity they choose to pursue.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

From the local data that the District is maintaining, an area of focus for the District is the English Learner Reclassification process. As the state has transitioned away from the California High School Exit Exam, the District has struggled to find a suitable replacement for the data supplied by that exam in the redesignation process. Based on the data from the California School Dashboard, an area of need identified by stakeholder groups was to focus on Mathematics student achievement. In response to that, the District has hired an additional mathematics teacher and provided more math support classes for students to help make up gaps and deficits the students may have. Student attendance rate is always an area of concern to the school board and to the stakeholder groups. Regular student attendance is critical to student achievement and additional processes are being put into place to more closely monitor student attendance, especially to identify as early as possible students who may be at risk of becoming chronic absentees.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of teachers misassigned:	2011-12: 3.4% 2012-13: 1.8% 2013-14: 0% 2014-15: 0% 2015-16: 0% 2016-17: 0%	The percentage of teachers who are misassigned will be 0%.	The percentage of teacher who are misassigned will be 0%.	The percentage of teacher who are misassigned will be 0%.
A-G course completion average:	2011-12: 12.5 courses per student 2012-13: 12.3 courses per student 2013-14: 11.8 courses per student	Increase the average number of A-G courses completed by students by 0.5 course per student.	Increase the average number of A-G courses completed by students by 0.5 course per student.	Increase the average number of A-G courses completed by students by 0.5 course per student.

	2014-15: 12.7 courses per student 2015-16: 12.9 courses per student 2016-17: 13.9 courses per student			
A-G completion percentage	2011-12: 22.3% 2012-13: 29.3% 2013-14: 29.0% 2014-15: 21.0% 2015-16: 12.4% 2016-17: 24.0%	Increase the percentage of students graduating having completed the A-G sequence of courses by 1%.	Increase the percentage of students graduating having completed the A-G sequence of courses by 1%.	Increase the percentage of students graduating having completed the A-G sequence of courses by 1%.
Advanced Placement Passing Rate:	2011-12: 56% 2012-13: 56% 2013-14: 48% 2014-15: 40% 2015-16: 55% 2016-17: 33%	Increase the percentage of students passing the Advanced Placement tests with a 3 or better by 2%.	Increase the percentage of students passing the Advanced Placement tests with a 3 or better by 2%.	Increase the percentage of students passing the Advanced Placement tests with a 3 or better by 2%.
ACT Test Results (number tested)	2011-12: 18.8 (61) 2012-13: 19.0 (37) 2013-14: 19.5 (69) 2014-15: 18.5 (102) 2015-16: 19.0 (103) 2016-17: 16.3 (116)	Increase the average ACT score by 0.2 while maintaining or increasing the number of students participating in the exam.	Increase the average ACT score by 0.2 while maintaining or increasing the number of students participating in the exam.	Increase the average ACT score by 0.2 while maintaining or increasing the number of students participating in the exam.
CAASPP Results: English Met/Exceeded Standard:	2014-15: 47% 2015-16: 41% 2016-17: 39.2%	Increase the percentage of students who have met or exceeded the standard by 2%.	Increase the percentage of students who have met or exceeded the standard by 2%.	Increase the percentage of students who have met or exceeded the standard by 2%.
CAASPP Results: Math Met/Exceeded Standard:	2014-15: 16% 2015-16: 13% 2016-17: 16.4%	Increase the percentage of students who have met or exceeded the standard by 2%.	Increase the percentage of students who have met or exceeded the standard by 2%.	Increase the percentage of students who have met or exceeded the standard by 2%.
CTE course completion average	2011-12: 3.5 courses per student	Increase the average number of Career Technical Education	Increase the average number of Career Technical Education	Increase the average number of Career Technical Education



	2012-13: 3.2 courses per student 2013-14: 3.8 courses per student 2014-15: 4.7 courses per student 2015-16: 3.8 courses per student 2016-17: 5.6 courses per student	courses completed by students by 0.5 course per student.	courses completed by students by 0.5 course per student.	courses completed by students by 0.5 course per student.
Graduation Rate	2011-12: 86.1% 2012-13: 85.4% 2013-14: 86.7% 2014-15: 89.6% 2015-16: 94.5% 2016-17: 92.2 %	Increase the graduation rate by 0.5%	Increase the graduation rate by 0.5%	Increase the graduation rate by 0.5%
Drop Out Rate	2011-12: 9.6% 2012-13: 13.7% 2013-14: 10.0% 2014-15: 8.8% 2015-16: 7.4% 2016-17: 7.8%	Reduce the drop out rate by 0.2%.	Reduce the drop out rate by 0.2%.	Reduce the drop out rate by 0.2%.
Average Student GPA	2013-14: 2.73 2014-15: 2.77 2015-16: 2.82 2016-17: 2.82	Increase the average student GPA by 0.02 points annually.	Increase the average student GPA by 0.02 points annually.	Increase the average student GPA by 0.02 points annually.
English Learner Reclassification Rate	2012-13: 11.7% 2013-14: 30.4% 2014-15: 2.7% 2015-16: 0% 2016-17: 12.03%	Increase the percentage of English Learner students who are reclassified by 5% annually.	Increase the percentage of English Learner students who are reclassified by 5% annually.	Increase the percentage of English Learner students who are reclassified by 5% annually.
CCSS Implementation	2016-17: 95%	Increase number of courses aligned to the CCSS by 1%.	Increase number of courses aligned to the CCSS by 1%.	Increase number of courses aligned to the CCSS by 1%.
CCSS Sufficiency	2016-17: 100%	Maintain the 100% of students with access to materials that are aligned to the CCSS.	Maintain the 100% of students with access to materials that are aligned to the CCSS.	Maintain the 100% of students with access to materials that are aligned to the CCSS.

EL Proficiency	2016-17: 23.6%	Increase the percentage of students that improve one proficiency level on the CELDT/ELPAC by 2%.	Increase the percentage of students that improve one proficiency level on the CELDT/ELPAC by 2%	Increase the percentage of students that improve one proficiency level on the CELDT/ELPAC by 2%
Parent Engagement - EL Parent Attendance	2016-17: 42%	Increase the number of EL parents/guardians that attend parent engagement night by 3%	Increase the number of EL parents/guardians that attend parent engagement night by 3%	Increase the number of EL parents/guardians that attend parent engagement night by 3%

**PLANNED ACTIONS / SERVICES**

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

**Action 1**

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

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

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

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

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

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

Attract and retain highly qualified teachers.

Attract and retain highly qualified teachers.

Attract and retain highly qualified teachers.

**BUDGETED EXPENDITURES**

**2017-18**

**2018-19**

**2019-20**

Amount	880,450	Amount	898,059	Amount	916,020
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries A-G Teachers Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries A-G Teacher Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries A-G Teacher Salaries
Amount	75,000	Amount	76,500	Amount	78,000
Source	Supp/Conc	Source	Supp/Conc	Source	Supp/Conc
Budget Reference	1000-1999: Certificated Personnel Salaries Support/Intervention Classes	Budget Reference	1000-1999: Certificated Personnel Salaries Support/Intervention Classes	Budget Reference	1000-1999: Certificated Personnel Salaries Support/Intervention Classes
Amount	657,000	Amount	670,000	Amount	683,500
Source	Supp/Conc	Source	Supp/Conc	Source	Supp/Conc
Budget Reference	1000-1999: Certificated Personnel Salaries CTE Teacher Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries CTE Teachers Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries CTE Teachers Salaries
Amount	750,448	Amount	765,457	Amount	780,766
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Core Teachers Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries Core Teachers Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries Core Teachers Salaries
Amount	14,000	Amount	15,000	Amount	16,000
Source	Base	Source	Base	Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Human Resource Support	Budget Reference	2000-2999: Classified Personnel Salaries Human Resource Support	Budget Reference	2000-2999: Classified Personnel Salaries Human Resource Support
Amount	15,000	Amount	18,000	Amount	21,000
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Site Administrator Support	Budget Reference	1000-1999: Certificated Personnel Salaries Site Administrator Support	Budget Reference	1000-1999: Certificated Personnel Salaries Site Administrator Support
Amount	534,688	Amount	545,381	Amount	556,288

Source	Base	Source	Base	Source	Base
Budget Reference	3000-3999: Employee Benefits Certificated SDB (Base Funded)	Budget Reference	3000-3999: Employee Benefits Certificated SDB (Base Funded)	Budget Reference	3000-3999: Employee Benefits Certificated SDB (Base Funded)
Amount	209,490	Amount	213,679	Amount	217,958
Source	Supp/Conc	Source	Supp/Conc	Source	Supp/Conc
Budget Reference	3000-3999: Employee Benefits Certificated SDB (Supp/Conc Funded)	Budget Reference	3000-3999: Employee Benefits Certificated SDB (Supp/Conc Funded)	Budget Reference	3000-3999: Employee Benefits Certificated SDB (Supp/Conc Funded)
Amount	3,900	Amount	4,200	Amount	5,600
Source	Supp/Conc	Source	Base	Source	Base
Budget Reference	3000-3999: Employee Benefits Classified SDB	Budget Reference	3000-3999: Employee Benefits Classified SDB	Budget Reference	3000-3999: Employee Benefits Classified SDB
Amount	22,400	Amount	25,600	Amount	25,600
Source	Supp/Conc	Source	Supp/Conc	Source	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures Alliance for Teacher Excellence	Budget Reference	5000-5999: Services And Other Operating Expenditures Alliance For Teacher Excellence	Budget Reference	5000-5999: Services And Other Operating Expenditures Alliance For Teacher Excellence

Action **2**

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

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

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

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

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

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Provide academic Support by providing:

- a. School counselors at Corning High and Centennial High
- b. Paraeducators for English Learner and Special needs students
- c. Library technician and Career Center technician

**2018-19**

New  Modified  Unchanged

Provide academic Support by providing:

- a. School counselors at Corning High and Centennial High
- b. Paraeducators for English Learner and Special needs students
- c. Librarian technician and Career Center technician

**2019-20**

New  Modified  Unchanged

Provide academic Support by providing:

- a. School counselors at Corning High and Centennial High
- b. Paraeducators for English Learner and Special needs students
- c. Librarian technician and Career Center technician

**BUDGETED EXPENDITURES**

**2017-18**

Amount	195,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries School Counselors
Amount	19,500
Source	Supp/Conc
Budget Reference	2000-2999: Classified Personnel Salaries Career Center Technician
Amount	28,000
Source	Supp/Conc
Budget Reference	2000-2999: Classified Personnel Salaries Library Technician
Amount	44,000
Source	Base

**2018-19**

Amount	200,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries School Counselors
Amount	21,500
Source	Supp/Conc
Budget Reference	2000-2999: Classified Personnel Salaries Career Center Technician
Amount	29,500
Source	Supp/Conc
Budget Reference	2000-2999: Classified Personnel Salaries Library Technician
Amount	45,000
Source	Base

**2019-20**

Amount	205,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries School Counselors
Amount	23,000
Source	Supp/Conc
Budget Reference	2000-2999: Classified Personnel Salaries Career Center Technician
Amount	31,500
Source	Supp/Conc
Budget Reference	2000-2999: Classified Personnel Salaries Library Technician
Amount	46,000
Source	Base

Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits-School Counselors	Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits-School Counselors	Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits-School Counselors
Amount	14,500	Amount	15,000	Amount	15,500
Source	Supp/Conc	Source	Supp/Conc	Source	Supp/Conc
Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits-Career Center & Library	Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits-Career Center & Library	Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits-Career Center & Library

**Action 3**

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

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

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

OR

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

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

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

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

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Provide instructional materials for:

- a. A-G approved courses
- b. Career Technical Education courses
- c. State Standards aligned courses

**2018-19**

New  Modified  Unchanged

Provide instructional materials for:

- a. A-G approved courses
- b. Career Technical Education courses
- c. State Standards aligned courses

**2019-20**

New  Modified  Unchanged

Provide instructional materials for:

- a. A-G approved courses
- b. Career Technical Education courses
- c. State Standards aligned courses

**BUDGETED EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	40,000	Amount	40,000	Amount	40,000
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies Purchase of Books and Materials for A-G Courses	Budget Reference	4000-4999: Books And Supplies Purchase of Books and Materials for A-G Courses	Budget Reference	4000-4999: Books And Supplies Purchase of Books and Materials for A-G Courses
Amount	70,000	Amount	75,000	Amount	75,000
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies Career Technical Education Course Supplies	Budget Reference	4000-4999: Books And Supplies Career Technical Education Course Supplies	Budget Reference	4000-4999: Books And Supplies Career Technical Education Course Supplies
Amount	65,000	Amount	65,000	Amount	65,000
Source	Supp/Conc	Source	Supp/Conc	Source	Supp/Conc
Budget Reference	4000-4999: Books And Supplies Textbooks and supplementary materials	Budget Reference	4000-4999: Books And Supplies Textbooks and supplementary materials	Budget Reference	4000-4999: Books And Supplies Textbooks and supplementary materials

**Action 4**

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

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

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

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

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

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Provide College/Career Assessments:

- a. ACT assessments
- b. Career assessments

**2018-19**

New  Modified  Unchanged

Provide College/Career Assessments:

- a. ACT assessments
- b. Career assessments

**2019-20**

New  Modified  Unchanged

Provide College/Career Assessments:

- a. ACT assessments
- b. Career assessments

**BUDGETED EXPENDITURES**

**2017-18**

Amount	2000
Source	Supp/Conc
Budget Reference	4000-4999: Books And Supplies ACT Assessments
Budget Reference	Career Assessments (No Cost-Incl. in positional salaries)

**2018-19**

Amount	2000
Source	Supp/Conc
Budget Reference	4000-4999: Books And Supplies ACT Assessments
Budget Reference	Career Assessments (No Cost-Incl. in position salaries)

**2019-20**

Amount	2000
Source	Supp/Conc
Budget Reference	4000-4999: Books And Supplies ACT Assessments
Budget Reference	Career Assessments (No Cost-Incl. in position salaries)

Action **5**

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

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

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

OR

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



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

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

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

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Provide Career Technical Education Equipment and Technology

**2018-19**

New  Modified  Unchanged

Provide Career Technical Education Equipment and Technology

**2019-20**

New  Modified  Unchanged

Provide Career Technical Education Equipment and Technology

**BUDGETED EXPENDITURES**

**2017-18**

Amount 110,000

Source Other

Budget Reference 4000-4999: Books And Supplies Career Technical Education equipment and technology for CTE department

**2018-19**

Amount 110,000

Source Other

Budget Reference 4000-4999: Books And Supplies Career Technical Education equipment and technology for CTE department

**2019-20**

Amount 110,000

Source Other

Budget Reference 4000-4999: Books And Supplies Career Technical Education equipment and technology for CTE department

Action **6**

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

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

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

OR

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

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

[Scope of Services](#)

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

[Location\(s\)](#)

All Schools   
  Specific Schools:   
  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New   
  Modified   
  Unchanged

Provide highly qualified staff to instruct and support ELD classes

**2018-19**

New   
  Modified   
  Unchanged

Provide highly qualified staff to instruct and support ELD classes

**2019-20**

New   
  Modified   
  Unchanged

Provide highly qualified staff to instruct and support ELD classes

**BUDGETED EXPENDITURES**

**2017-18**

Amount	120,000
Source	Supp/Conc
Budget Reference	1000-1999: Certificated Personnel Salaries ELD Teacher salaries
Amount	80,000
Source	Supp/Conc
Budget Reference	2000-2999: Classified Personnel Salaries ELD Para Educators
Amount	45,000
Source	Supp/Conc
Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits ELD Teachers
Amount	38,000
Source	Supp/Conc
Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits Para Educators

**2018-19**

Amount	125,000
Source	Supp/Conc
Budget Reference	1000-1999: Certificated Personnel Salaries ELD Teacher Salaries
Amount	83,000
Source	Supp/Conc
Budget Reference	2000-2999: Classified Personnel Salaries ELD Para Educators
Amount	47,000
Source	Supp/Conc
Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits ELD Teachers
Amount	40,000
Source	Supp/Conc
Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits Para Educators

**2019-20**

Amount	130,000
Source	Supp/Conc
Budget Reference	1000-1999: Certificated Personnel Salaries ELD Teacher Salaries
Amount	86,000
Source	Supp/Conc
Budget Reference	2000-2999: Classified Personnel Salaries ELD Para Educators
Amount	49,000
Source	Supp/Conc
Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits ELD Teachers
Amount	43,000
Source	Supp/Conc
Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits Para Educators

Action **7**

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

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

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

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

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

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Provide Books and Supplemental Materials for the ELD support classes

**2018-19**

New  Modified  Unchanged

Provide Books and Supplemental Materials for the ELD support classes

**2019-20**

New  Modified  Unchanged

Provide Books and Supplemental Materials for the ELD support classes

BUDGETED EXPENDITURES

**2017-18**

Amount	5,000
Source	Supp/Conc
Budget Reference	4000-4999: Books And Supplies Purchase of Books and Materials for ELD Classes

**2018-19**

Amount	5,000
Source	Supp/Conc
Budget Reference	4000-4999: Books And Supplies Purchase of Books and Materials for ELD Classes

**2019-20**

Amount	5000
Source	Supp/Conc
Budget Reference	4000-4999: Books And Supplies Purchase of Books and Materials for ELD Classes

Action **8**

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

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

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

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

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

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Provide training and support for the ELD Staff

**2018-19**

New  Modified  Unchanged

Provide training and support for the ELD Staff

**2019-20**

New  Modified  Unchanged

Provide training and support for the ELD Staff

BUDGETED EXPENDITURES

**2017-18**

Amount	3000
Source	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures Travel and Conference

**2018-19**

Amount	3000
Source	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures Travel and Conference

**2019-20**

Amount	3000
Source	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures Travel and Conference

Action **9**

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

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

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

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

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

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Provide English Learner Counselor

**2018-19**

New  Modified  Unchanged

Provide English Learner Counselor

**2019-20**

New  Modified  Unchanged

**BUDGETED EXPENDITURES**

**2017-18**

Amount	25,000
Source	Supp/Conc
Budget Reference	1000-1999: Certificated Personnel Salaries EL Counseling
Amount	7,500
Source	Supp/Conc
Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits EL Counseling

**2018-19**

Amount	27,000
Source	Supp/Conc
Budget Reference	1000-1999: Certificated Personnel Salaries EL Counseling
Amount	8,500
Source	Supp/Conc
Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits EL Counseling

**2019-20**

Amount	29,000
Source	Supp/Conc
Budget Reference	1000-1999: Certificated Personnel Salaries EL Counseling
Amount	9,500
Source	Supp/Conc
Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits EL Counseling

Action **10**

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

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

OR

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

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

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Provide Educational Options for credit recovery through:  
 a. High School Subjects Lab  
 b. Summer School  
 c. Continuation High School  
 d. Independent Study Program

**2018-19**

New  Modified  Unchanged

Provide Educational Options for credit recovery through:  
 a. High School Subjects Lab  
 b. Summer School  
 c. Continuation High School  
 d. Independent Study Program

**2019-20**

New  Modified  Unchanged

Provide Educational Options for credit recovery through:  
 a. High School Subjects Lab  
 b. Summer School  
 c. Continuation High School  
 d. Independent Study Program

BUDGETED EXPENDITURES

**2017-18**

Amount	12,000
Source	Supp/Conc
Budget Reference	1000-1999: Certificated Personnel Salaries

**2018-19**

Amount	13,000
Source	Supp/Conc
Budget Reference	1000-1999: Certificated Personnel Salaries

**2019-20**

Amount	14,000
Source	Supp/Conc
Budget Reference	1000-1999: Certificated Personnel Salaries

	High School Subjects Lab		High School Subjects Lab		High School Subjects Lab
Amount	15,000	Amount	15,000	Amount	15,000
Source	Supp/Conc	Source	Supp/Conc	Source	Supp/Conc
Budget Reference	1000-1999: Certificated Personnel Salaries Summer School	Budget Reference	1000-1999: Certificated Personnel Salaries Summer School	Budget Reference	1000-1999: Certificated Personnel Salaries Summer School
Amount	42,000	Amount	44,000	Amount	46,000
Source	Supp/Conc	Source	Supp/Conc	Source	Supp/Conc
Budget Reference	1000-1999: Certificated Personnel Salaries Continuation High School	Budget Reference	1000-1999: Certificated Personnel Salaries Continuation High School	Budget Reference	1000-1999: Certificated Personnel Salaries Continuation High School
Amount	35,000	Amount	37,000	Amount	39,000
Source	Supp/Conc	Source	Supp/Conc	Source	Supp/Conc
Budget Reference	1000-1999: Certificated Personnel Salaries Independent Study Program	Budget Reference	1000-1999: Certificated Personnel Salaries Independent Study Program	Budget Reference	1000-1999: Certificated Personnel Salaries Independent Study Program
Amount	22,000	Amount	24,000	Amount	26,000
Source	Supp/Conc	Source	Supp/Conc	Source	Supp/Conc
Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits Certificated Salaries	Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits Certificated Salaries	Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits Certificated Salaries

Action **11**

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

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

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

OR

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

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

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Monitor, Evaluate and Assess the progress towards implementation of the standards through:  
 a. Walk-through and formal evaluation  
 b. Providing an assessment coordinator  
 c. Developing local assessments aligned to the new standards

**2018-19**

New  Modified  Unchanged

Monitor, Evaluate and Assess the progress towards implementation of the standards through:  
 a. Walk-through and formal evaluation  
 b. Providing an assessment coordinator  
 c. Developing local assessments aligned to the new standards

**2019-20**

New  Modified  Unchanged

Monitor, Evaluate and Assess the progress towards implementation of the standards through:  
 a. Walk-through and formal evaluation  
 b. Providing an assessment coordinator  
 c. Developing local assessments aligned to the new standards

**BUDGETED EXPENDITURES**

**2017-18**

Amount	7,000
Source	Supp/Conc
Budget Reference	2000-2999: Classified Personnel Salaries Assessment Coordinator
Amount	5,062
Source	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures Local Assessments
Amount	634
Source	Supp/Conc

**2018-19**

Amount	8,000
Source	Supp/Conc
Budget Reference	2000-2999: Classified Personnel Salaries Assessment Coordinator
Amount	5,500
Source	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures Local Assessments
Amount	700
Source	Supp/Conc

**2019-20**

Amount	9,000
Source	Supp/Conc
Budget Reference	2000-2999: Classified Personnel Salaries Assessment Coordinator
Amount	5,500
Source	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures Local Assessments
Amount	700
Source	Supp/Conc



Budget Reference 3000-3999: Employee Benefits Salary Driven Benefits-Assessment Coordinator

Budget Reference 3000-3999: Employee Benefits Salary Driven Benefits-Assessment Coordinator

Budget Reference 3000-3999: Employee Benefits Salary Driven Benefits-Assessment Coordinator

Action **12**

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

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

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

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

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

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Provide the Technology to monitor the implementation of the standards and to monitor the student's progress toward mastering the standards via:  
 a. Progress Advisor program  
 b. Aeries Analytics program  
 c. Sufficient hardware to support the software  
 d. Technical support for the hardware and software  
 e. Professional development in the use of the technology

**2018-19**

New  Modified  Unchanged

Provide the Technology to monitor the implementation of the standards and to monitor the student's progress toward mastering the standards via:  
 a. Progress Advisor program  
 b. Aeries Analytics program  
 c. Sufficient hardware to support the software  
 d. Technical support for the hardware and software  
 e. Professional development in the use of the technology

**2019-20**

New  Modified  Unchanged

Provide the Technology to monitor the implementation of the standards and to monitor the student's progress toward mastering the standards via:  
 a. Progress Advisor program  
 b. Aeries Analytics program  
 c. Sufficient hardware to support the software  
 d. Technical support for the hardware and software  
 e. Professional development in the use of the technology

BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

Amount	1,000	Amount	1,000	Amount	1,000
Source	Supp/Conc	Source	Supp/Conc	Source	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures Progress Advisor	Budget Reference	5000-5999: Services And Other Operating Expenditures Progress Advisor	Budget Reference	5000-5999: Services And Other Operating Expenditures Progress Advisor
Amount	5,020	Amount	5,200	Amount	5,200
Source	Supp/Conc	Source	Supp/Conc	Source	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures Aeries/Aeries Analytics	Budget Reference	5000-5999: Services And Other Operating Expenditures Aeries/Aeries Analytics	Budget Reference	5000-5999: Services And Other Operating Expenditures Aeries/Aeries Analytics
Amount	92,000	Amount	95,000	Amount	95,000
Source	Supp/Conc	Source	Supp/Conc	Source	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures Hardware, software and infastructure	Budget Reference	5000-5999: Services And Other Operating Expenditures Hardware, software and infastructure	Budget Reference	5000-5999: Services And Other Operating Expenditures Hardware, software and infastructure
Amount	60,000	Amount	60,000	Amount	60,000
Source	Base	Source	Base	Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Data and Technology Support	Budget Reference	2000-2999: Classified Personnel Salaries Data and Technology Support	Budget Reference	2000-2999: Classified Personnel Salaries Data and Technology Support
Amount	10,000	Amount	10,000	Amount	10,000
Source	Base	Source	Base	Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development	Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development	Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development
Amount	24,200	Amount	24,200	Amount	24,200
Source	Base	Source	Base	Source	Base
Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits-Data/Tech Support	Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits-Data/Tech Support	Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits-Data/Tech Support

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

New
  Modified
  Unchanged

### Goal 2

Create a safe and well-maintained learning environment that promotes respect and responsibility among students.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Maintaining or improving Corning Union High School District students opportunities for school engagement activities is a proven method for improving student attendance and student achievement. Finding a variety of ways to increase Corning Union High School District parent participation in on-campus activities is a priority that was identified by the school board as essential to help improve student achievement. An emphasis on social and emotional health of the students has helped to lower the suspension and expulsion rate. Corning Union High School District students need and deserve safe and clean facilities in order to succeed academically.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance Percentage	2011-12: 94.7% 2012-13: 94.2% 2013-14: 95.3% 2014-15: 95.8% 2015-16: 95.3% 2016-17: 95.3%	Maintain attendance percentage above 95%.	Maintain attendance percentage above 95%.	Maintain attendance percentage above 95%.
Chronic Absentee Rate	2016-17: 16.99%	Decrease the rate of chronic absenteeism by 0.2%	Decrease the rate of chronic absenteeism by 0.2%	Decrease the rate of chronic absenteeism by 0.2%
Number of suspensions	2012-13: 342 2013-14: 351 2014-15: 230 2015-16: 167 2016-17: 216	The number of suspensions will be reduced by 5%	The number of suspensions will be reduced by 5%	The number of suspensions will be reduced by 5%

Annual Facilities Inspection Tool report	2012-13: Good 2013-14: Good 2014-15: Good 2015-16: Good 2016-17: Good	The District Facilities will receive a "Good" evaluation as measured by the Facilities Inspection Tool report.	The District Facilities will receive a "Good" evaluation as measured by the Facilities Inspection Tool report.	The District Facilities will receive a "Good" evaluation as measured by the Facilities Inspection Tool report.
Expulsion Rates	2016:17 0%	Maintain Expulsion Rate of 0%.	Maintain Expulsion Rate of 0%	Maintain Expulsion Rate of 0%.

**PLANNED ACTIONS / SERVICES**

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

Action **1**

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

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

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

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

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

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

Provide Opportunities for Parental Involvement via:

Provide Opportunities for Parental Involvement via:

Provide Opportunities for Parental Involvement via:

a. English Learner Advisory Committee  
 b. Native Language support  
 c. School Messenger  
 d. Translation of materials sent home into native language

a. English Learner Advisory Committee  
 b. Native Language support  
 c. School Messenger  
 d. Translation of materials sent home into native language

a. English Learner Advisory Committee  
 b. Native Language support  
 c. School Messenger  
 d. Translation of materials sent home into native language

**BUDGETED EXPENDITURES**

**2017-18**

Amount	500
Source	Supp/Conc
Budget Reference	4000-4999: Books And Supplies ELAC Committee
Amount	9,500
Source	Supp/Conc
Budget Reference	2000-2999: Classified Personnel Salaries First Language Support
Amount	3,500
Source	Supp/Conc
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures School Messenger
Amount	1,000
Source	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures Translation Services- Written and Oral
Amount	2,000
Source	Supp/Conc
Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits

**2018-19**

Amount	500
Source	Supp/Conc
Budget Reference	4000-4999: Books And Supplies ELAC Committee
Amount	9,500
Source	Supp/Conc
Budget Reference	2000-2999: Classified Personnel Salaries First Language Support
Amount	3,500
Source	Supp/Conc
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures School Messenger
Amount	1,000
Source	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures Translation Services- Written and Oral
Amount	2,000
Source	Supp/Conc
Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits

**2019-20**

Amount	500
Source	Supp/Conc
Budget Reference	4000-4999: Books And Supplies ELAC Committee
Amount	9,500
Source	Supp/Conc
Budget Reference	2000-2999: Classified Personnel Salaries First Language Support
Amount	3,500
Source	
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures School Messenger
Amount	1,000
Source	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures Translation Services- Written and Oral
Amount	2,000
Source	Supp/Conc
Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits

Action **2**

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

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

OR

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

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

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Provide a variety of Course Offerings:  
 a. College/Career Readiness  
 b. Health  
 c. Technology  
 d. Reading Intervention  
 e. Mathematics support

**2018-19**

New  Modified  Unchanged

Provide a variety of Course Offerings:  
 a. College/Career Readiness  
 b. Health  
 c. Technology  
 d. Reading Intervention  
 e. Mathematics support

**2019-20**

New  Modified  Unchanged

Provide a variety of Course Offerings:  
 a. College/Career Readiness  
 b. Health  
 c. Technology  
 d. Reading Intervention  
 e. Mathematics support

**BUDGETED EXPENDITURES**

**2017-18**

Amount	306,000
Source	Supp/Conc
Budget Reference	1000-1999: Certificated Personnel Salaries Corresponding Teacher Salaries

**2018-19**

Amount	312,000
Source	Supp/Conc
Budget Reference	1000-1999: Certificated Personnel Salaries Corresponding Teacher Salaries

**2019-20**

Amount	318,000
Source	Supp/Conc
Budget Reference	1000-1999: Certificated Personnel Salaries Corresponding Teacher Salaries

Amount	95,000	Amount	98,000	Amount	100,000
Source	Supp/Conc	Source	Supp/Conc	Source	Supp/Conc
Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits-Teachers	Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits-Teachers	Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits-Teachers

**Action 3**

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

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

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

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

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

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Provide Attendance monitoring and intervention through:  
 a. Attendance support personnel  
 b. Student Information System  
 c. Technology support  
 d. Administrative support

**2018-19**

New  Modified  Unchanged

Provide Attendance monitoring and intervention through:  
 a. Attendance support personnel  
 b. Student Information System  
 c. Technology support  
 d. Administrative support

**2019-20**

New  Modified  Unchanged

Provide Attendance monitoring and intervention through:  
 a. Attendance support personnel  
 b. Student Information System  
 c. Technology support  
 d. Administrative support

BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

Amount	35,000	Amount	37,000	Amount	39,000
Source	Supp/Conc	Source	Supp/Conc	Source	Supp/Conc
Budget Reference	2000-2999: Classified Personnel Salaries Attendance support personnel	Budget Reference	2000-2999: Classified Personnel Salaries Attendance support personnel	Budget Reference	2000-2999: Classified Personnel Salaries Attendance support personnel
Amount	30,000	Amount	35,000	Amount	40,000
Source	Supp/Conc	Source	Supp/Conc	Source	Supp/Conc
Budget Reference	1000-1999: Certificated Personnel Salaries Administrative Support	Budget Reference	1000-1999: Certificated Personnel Salaries Administrative Support	Budget Reference	1000-1999: Certificated Personnel Salaries Administrative Support
Amount	5,620	Amount	5,000	Amount	5,000
Source	Supp/Conc	Source	Supp/Conc	Source	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures Student Information System	Budget Reference	5000-5999: Services And Other Operating Expenditures Student Information System	Budget Reference	5000-5999: Services And Other Operating Expenditures Student Information System
Amount	7,000	Amount	7,000	Amount	7,000
Source	Supp/Conc	Source	Supp/Conc	Source	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures Technology Support/ Professional Development	Budget Reference	5000-5999: Services And Other Operating Expenditures Technology Support/ Professional Development	Budget Reference	5000-5999: Services And Other Operating Expenditures Technology Support/ Professional Development
Amount	18,000	Amount	19,500	Amount	21,000
Source	Supp/Conc	Source	Supp/Conc	Source	Supp/Conc
Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits-Classified	Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits-Classified	Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits-Classified
Amount	6,500	Amount	6,500	Amount	6,500
Source	Supp/Conc	Source	Supp/Conc	Source	Supp/Conc
Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits-Certificated	Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits-Certificated	Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits-Certificated

## Action 4

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



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

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

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

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

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Provide Programs and Services to monitor and support students:  
 a. Behavior Intervention Program  
 b. Administrative Support  
 c. Counseling Support  
 d. Para Educator Support  
 e. Online Learning  
 f. Positive Behavior Intervention System

**2018-19**

New  Modified  Unchanged

Provide Programs and Services to monitor and support students:  
 a. Behavior Intervention Program  
 b. Administrative Support  
 c. Counseling Support  
 d. Para Educator Support  
 e. Online Learning  
 f. Positive Behavior Intervention System

**2019-20**

New  Modified  Unchanged

Provide Programs and Services to monitor and support students:  
 a. Behavior Intervention Program  
 b. Administrative Support  
 c. Counseling Support  
 d. Para Educator Support  
 e. Online Learning  
 f. Positive Behavior Intervention System

**BUDGETED EXPENDITURES**

**2017-18**

Amount	25,000
Source	Supp/Conc
Budget Reference	2000-2999: Classified Personnel Salaries Behavior Intervention Program

**2018-19**

Amount	27,000
Source	Supp/Conc
Budget Reference	2000-2999: Classified Personnel Salaries Behavior Intervention Program

**2019-20**

Amount	29,000
Source	Supp/Conc
Budget Reference	2000-2999: Classified Personnel Salaries Behavior Intervention Program

Amount	5,000	Amount	5,000	Amount	5,000
Source	Supp/Conc	Source	Supp/Conc	Source	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures Positive Behavior Intervention System	Budget Reference	5000-5999: Services And Other Operating Expenditures Positive Behavior Intervention System	Budget Reference	5000-5999: Services And Other Operating Expenditures Positive Behavior Intervention System
Amount	6,000	Amount	6,000	Amount	6,000
Source	Supp/Conc	Source	Supp/Conc	Source	Supp/Conc
Budget Reference	1000-1999: Certificated Personnel Salaries Administrative Support	Budget Reference	1000-1999: Certificated Personnel Salaries Administrative Support	Budget Reference	1000-1999: Certificated Personnel Salaries Administrative Support
Amount	10,000	Amount	11,000	Amount	12,000
Source	Supp/Conc	Source	Supp/Conc	Source	Supp/Conc
Budget Reference	1000-1999: Certificated Personnel Salaries Counseling Support	Budget Reference	1000-1999: Certificated Personnel Salaries Counseling Support	Budget Reference	1000-1999: Certificated Personnel Salaries Counseling Support
Amount	12,000	Amount	13,000	Amount	14,000
Source	Supp/Conc	Source	Supp/Conc	Source	Supp/Conc
Budget Reference	2000-2999: Classified Personnel Salaries Para Educator Support	Budget Reference	2000-2999: Classified Personnel Salaries Para Educator Support	Budget Reference	2000-2999: Classified Personnel Salaries Para Educator Support
Amount	2,500	Amount	2,500	Amount	2,500
Source	Supp/Conc	Source	Supp/Conc	Source	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures Online Learning	Budget Reference	5000-5999: Services And Other Operating Expenditures Online Learning	Budget Reference	5000-5999: Services And Other Operating Expenditures Online Learning
Amount	10,000	Amount	11,000	Amount	12,000
Source	Supp/Conc	Source	Supp/Conc	Source	Supp/Conc
Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits-Classified	Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits-Classified	Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits-Classified
Amount	4,800	Amount	5,100	Amount	5,400
Source	Supp/Conc	Source	Supp/Conc	Source	Supp/Conc

Budget Reference 3000-3999: Employee Benefits  
Salary Driven Benefits-Certificated

Budget Reference 3000-3999: Employee Benefits  
Salary Driven Benefits-Certificated

Budget Reference 3000-3999: Employee Benefits  
Salary Driven Benefits-Certificated

Action **5**

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

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

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

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

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

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Provide Transportation (Home to School)  
a. General bus transportation  
b. Specialized transportation for students with disabilities

**2018-19**

New  Modified  Unchanged

Provide Transportation (Home to School)  
a. General bus transportation  
b. Specialized transportation for students with disabilities

**2019-20**

New  Modified  Unchanged

Provide Transportation (Home to School)  
a. General bus transportation  
b. Specialized transportation for students with disabilities

BUDGETED EXPENDITURES

**2017-18**

Amount 130,500

Source Supp/Conc

**2018-19**

Amount 133,000

Source Supp/Conc

**2019-20**

Amount 135,500

Source Supp/Conc

Budget Reference	2000-2999: Classified Personnel Salaries Bus Drivers - General Population	Budget Reference	2000-2999: Classified Personnel Salaries Bus Drivers - General Population	Budget Reference	2000-2999: Classified Personnel Salaries Bus Drivers - General Population
Amount	153,000	Amount	153,000	Amount	153,000
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies Parts & Supplies	Budget Reference	4000-4999: Books And Supplies Parts & Supplies	Budget Reference	4000-4999: Books And Supplies Parts & Supplies
Amount	54,900	Amount	55,900	Amount	56,900
Source	Supp/Conc	Source	Supp/Conc	Source	Supp/Conc
Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits-Bus Drivers	Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits-Bus Drivers	Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits-Bus Drivers
Amount	14,500	Amount	14,800	Amount	15,100
Source	Base	Source	Base	Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Bus Drivers - Special Education	Budget Reference	2000-2999: Classified Personnel Salaries Bus Drivers - Special Education	Budget Reference	2000-2999: Classified Personnel Salaries Bus Drivers - Special Education
Amount	6,100	Amount	6,150	Amount	6,300
Source	Base	Source	Base	Source	Base
Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits - Bus Drivers - Special Education	Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits - Bus Drivers - Special Education	Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits - Bus Drivers - Special Education

Action **6**

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

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

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

OR

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

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

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

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

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Provide Food Services for breakfast and lunch

**2018-19**

New  Modified  Unchanged

Provide Food Services for breakfast and lunch

**2019-20**

New  Modified  Unchanged

Provide Food Services for breakfast and lunch

**BUDGETED EXPENDITURES**

**2017-18**

Amount	233,000
Source	Other
Budget Reference	4000-4999: Books And Supplies Breakfast and Lunch supplies
Amount	8,000
Source	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures Operations

**2018-19**

Amount	240,000
Source	Other
Budget Reference	4000-4999: Books And Supplies Breakfast and Lunch supplies
Amount	8,000
Source	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures Operations

**2019-20**

Amount	250,000
Source	Other
Budget Reference	4000-4999: Books And Supplies Breakfast and Lunch supplies
Amount	8,000
Source	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures Operations

Action **7**

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

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

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

OR

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

Students to be Served

- English Learners     Foster Youth     Low Income

Scope of Services

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

Location(s)

- All Schools     Specific Schools:     Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

- New     Modified     Unchanged

Incorporate Attendance Goals as part of the Individualized Education Program Process

**2018-19**

- New     Modified     Unchanged

Incorporate Attendance Goals as part of the Individualized Education Program Process

**2019-20**

- New     Modified     Unchanged

Incorporate Attendance Goals as part of the Individualized Education Program Process

BUDGETED EXPENDITURES

**2017-18**

Amount	46,000
Source	Special Education Reimbursement
Budget Reference	1000-1999: Certificated Personnel Salaries Special Education Teacher
Amount	37,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries School Psychologist
Amount	25,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Behavior Intervention Specialist

**2018-19**

Amount	46,000
Source	Special Education Reimbursement
Budget Reference	1000-1999: Certificated Personnel Salaries Special Education Teacher
Amount	40,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries School Psychologist
Amount	26,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Behavior Intervention Specialist

**2019-20**

Amount	46,000
Source	Special Education Reimbursement
Budget Reference	1000-1999: Certificated Personnel Salaries Special Education Teacher
Amount	42,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries School Psychologist
Amount	27,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Behavior Intervention Specialist

Amount	18,000	Amount	19,000	Amount	20,000
Source	Base	Source	Base	Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Clerical Support	Budget Reference	2000-2999: Classified Personnel Salaries Clerical Support	Budget Reference	2000-2999: Classified Personnel Salaries Clerical Support
Amount	15,000	Amount	16,000	Amount	17,000
Source	Special Education Reimbursement	Source	Special Education Reimbursement	Source	Special Education Reimbursement
Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits-Special Education Teacher	Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits-Special Education Teacher	Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits-Special Education Teacher
Amount	7,000	Amount	7,500	Amount	8,000
Source	Base	Source	Base	Source	Base
Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits-Behavior Intervention Specialist	Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits-Behavior Intervention Specialist	Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits-Behavior Intervention Specialist
Amount	9,000	Amount	10,000	Amount	11,000
Source	Base	Source	Base	Source	Base
Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits-Clerical Support	Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits-Clerical Support	Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits-Clerical Support

Action **8**

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

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

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

OR

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

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

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

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

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Contract Outside Agency Support:  
 a. School Attendance Review Board  
 b. School Resource Officer  
 c. MFT/Prevention Counseling Services

**2018-19**

New  Modified  Unchanged

Contract Outside Agency Support:  
 a. School Attendance Review Board  
 b. School Resource Officer  
 c. MFT/Prevention Counseling Services

**2019-20**

New  Modified  Unchanged

Contract Outside Agency Support:  
 a. School Attendance Review Board  
 b. School Resource Officer  
 c. MFT/Prevention Counseling Services

**BUDGETED EXPENDITURES**

**2017-18**

Amount	5,143
Source	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures School Attendance Review Board
Amount	5,000
Source	Supp/Conc
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures School Resource Officer
Amount	125,000
Source	Supp/Conc
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures MFT/Prevention Counseling Services

**2018-19**

Amount	5,500
Source	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures School Attendance Review Board
Amount	5,000
Source	Supp/Conc
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures School Resource Officer
Amount	125,000
Source	Supp/Conc
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures MFT/Prevention Counseling Services

**2019-20**

Amount	5,800
Source	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures School Attendance Review Board
Amount	5,000
Source	Supp/Conc
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures School Resource Officer
Amount	125,000
Source	Supp/Conc
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures MFT/Prevention Counseling Services

Action **9**



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

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

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

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

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

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Provide Program Services and Support  
 a. Saturday School  
 b. Training of Staff members  
 c. Academic Skills Support Center  
 d. Alternative Education Resource Teacher  
 e. Special Education Counselor

**2018-19**

New  Modified  Unchanged

Provide Program Services and Support  
 a. Saturday School  
 b. Training of Staff members  
 c. Academic Skills Support Center  
 d. Alternative Education Resource Teacher  
 e. Special Education Counselor

**2019-20**

New  Modified  Unchanged

Provide Program Services and Support  
 a. Saturday School  
 b. Training of Staff members  
 c. Academic Skills Support Center  
 d. Alternative Education Resource Teacher  
 e. Special Education Counselor

**BUDGETED EXPENDITURES**

**2017-18**

Amount	52,000
Source	Supp/Conc
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Salaries

**2018-19**

Amount	55,000
Source	Supp/Conc
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Salaries

**2019-20**

Amount	57,000
Source	Supp/Conc
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Salaries

Amount	14,000	Amount	15,000	Amount	16,000
Source	Supp/Conc	Source	Supp/Conc	Source	Supp/Conc
Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits-Certificated	Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits-Certificated	Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits-Certificated
Amount	13,000	Amount	14,500	Amount	16,000
Source	Supp/Conc	Source	Supp/Conc	Source	Supp/Conc
Budget Reference	2000-2999: Classified Personnel Salaries Classified Salaries	Budget Reference	2000-2999: Classified Personnel Salaries Classified Salaries	Budget Reference	2000-2999: Classified Personnel Salaries Classified Salaries
Amount	7,800	Amount	8,500	Amount	9,200
Source	Supp/Conc	Source	Supp/Conc	Source	Supp/Conc
Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits-Classified	Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits-Classified	Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits-Classified
Amount	7,500	Amount	7,500	Amount	7,500
Source	Supp/Conc	Source	Supp/Conc	Source	Supp/Conc
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development	Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development	Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development
Amount	20,000	Amount	21,500	Amount	23,000
Source	Other	Source	Other	Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries Special Education Counselor	Budget Reference	1000-1999: Certificated Personnel Salaries Special Education Counselor	Budget Reference	1000-1999: Certificated Personnel Salaries Special Education Counselor
Amount	6,500	Amount	7,000	Amount	7,500
Source	Other	Source	Other	Source	Other
Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits-Special Education	Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits-Special Education	Budget Reference	3000-3999: Employee Benefits Salary Driven Benefits-Special Education

Action **10**

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

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

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

OR

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

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

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

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

**[ACTIONS/SERVICES](#)**

**2017-18**

New  Modified  Unchanged

Provide the Materials and Supplies needed to keep the facilities in good repair.

**2018-19**

New  Modified  Unchanged

Provide the Materials and Supplies needed to keep the facilities in good repair.

**2019-20**

New  Modified  Unchanged

Provide the Materials and Supplies needed to keep the facilities in good repair.

**[BUDGETED EXPENDITURES](#)**

**2017-18**

Amount	135,000
Source	Base
Budget Reference	4000-4999: Books And Supplies CUHS Main Campus
Amount	15,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Alternative Education Sites
Amount	17,000

**2018-19**

Amount	135,000
Source	Base
Budget Reference	4000-4999: Books And Supplies CUHS Main Campus
Amount	15,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Alternative Education Sites
Amount	17,000

**2019-20**

Amount	135,000
Source	Base
Budget Reference	4000-4999: Books And Supplies CUHS Main Campus
Amount	15,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Alternative Education Sites
Amount	17,000

Source

Budget Reference

Source

Budget Reference

Source

Budget Reference

Action **11**

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

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

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

OR

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

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

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

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

[ACTIONS/SERVICES](#)

**2017-18**

New  Modified  Unchanged

Provide the Utilities necessary to keep the District facilities in good repair.

**2018-19**

New  Modified  Unchanged

Provide the Utilities necessary to keep the District facilities in good repair.

**2019-20**

New  Modified  Unchanged

Provide the Utilities necessary to keep the District facilities in good repair.

[BUDGETED EXPENDITURES](#)

**2017-18**

Amount

Source

**2018-19**

Amount

Source

**2019-20**

Amount

Source

Budget Reference	5000-5999: Services And Other Operating Expenditures Gas & Electric	Budget Reference	5000-5999: Services And Other Operating Expenditures Gas & Electric	Budget Reference	5000-5999: Services And Other Operating Expenditures Gas & Electric
Amount	50,000	Amount	50,000	Amount	50,000
Source	Base	Source	Base	Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Water/Sewer	Budget Reference	5000-5999: Services And Other Operating Expenditures Water/Sewer	Budget Reference	5000-5999: Services And Other Operating Expenditures Water/Sewer
Amount	17,000	Amount	17,000	Amount	17,000
Source	Base	Source	Base	Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Garbage	Budget Reference	5000-5999: Services And Other Operating Expenditures Garbage	Budget Reference	5000-5999: Services And Other Operating Expenditures Garbage
Amount	15,000	Amount	15,000	Amount	15,000
Source	Base	Source	Base	Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Solar Maintenance	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Solar Maintenance	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Solar Maintenance
Amount	140,000	Amount	140,000	Amount	140,000
Source	Base	Source	Base	Source	Base
Budget Reference	7000-7439: Other Outgo Solar Installation Financing (QZAB)	Budget Reference	7000-7439: Other Outgo Solar Installation Financing (QZAB)	Budget Reference	7000-7439: Other Outgo Solar Installation Financing (QZAB)

Action **12**

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

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

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

OR

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

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

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

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

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Develop a long term plan to upgrade the District facilities; including closing out current DSA open projects

**2018-19**

New  Modified  Unchanged

Implement a long term plan to upgrade the District facilities; including closing out current DSA open projects

**2019-20**

New  Modified  Unchanged

Implement a long term plan to upgrade the District facilities; including closing out current DSA open projects

**BUDGETED EXPENDITURES**

**2017-18**

Amount	25,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures CUHS Main Campus
Amount	25,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Alternative Education Sites
Amount	15,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Other District Facilities

**2018-19**

Amount	25,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures CUHS Main Campus
Amount	25,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Alternative Education Sites
Amount	15,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Other District Facilities

**2019-20**

Amount	25,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures CUHS Main Campus
Amount	25,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Alternative Education Sites
Amount	15,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Other District Facilities

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year  2017–18  2018–19  2019–20

Estimated Supplemental and Concentration Grant Funds: \$ 1,865,431

Percentage to Increase or Improve Services: 24.16%

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](#)).

The Corning Union High School District will use the supplemental and concentration grant funds on a district-wide basis due to the high unduplicated count number (over 70%) to support activities leading to the attainment of the goals outlined in the Goals/Actions/Expenditures section, which were developed to address the success of all students. The District's stakeholders believe that these services are the best methods to serve students and assist them in meeting the District's goals. Providing intervention in English through reading support courses and in Math to help ninth grade students get off to a good start in Course I, as well as the use of instructional coaches within departments, will assist in reaching the specific goals in the LCAP. Furthermore, by monitoring the A-G course completion and Graduation Requirements will allow the district to intervene at an earlier stage to assist the students. By providing more opportunity for students to seek college and career pathways, as well as providing multiple opportunities for credit recovery, will assist in maintaining and/or improving Graduation rates. By monitoring more closely tardies and trancies, and addressing the issue by closely monitoring student attendance will improve our overall attendance concerns. Properly planning for facility improvement is vital to creating a positive school climate. The District passed a General Obligation bond initiative on the November 2016 election, which will help make much needed facilities improvements. The district is committed to expanding CTE courses, and developing career pathways that are state aligned and will provide students with a pathway to success after high school. The District is committed to providing MFT counseling services to provide support for our most at risk and traumatized students. The expanded use of bi-lingual aides to provide core subject area support for our English Language Learner students in the classroom has kept our English Learner population integrated with the rest of the District's students.

The services we are increasing with the increased percentage are as follows:

- Bi-lingual aides to support English Learners
- MFT Counseling Services
- High School Subjects Lab increased capacity
- Intervention classes/support
- Special Education Support with aide at the Continuation School
- English Language Learner support with an aide at the Continuation School
- Continuation School increased technology
- Continuation School activities for PBIS

After School Activities

Career Technical Education

Instruction by Behaviorist

Elective Courses through online course work

Odysseyware Software at Continuation School

In closing, the District has budgeted \$ 2,692,569 for the 2017/18 school year for additional services for our subgroups (Free and Reduced, English Language Learners, and Foster youth). This is higher than the required \$1,865,431.



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

## Addendum

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

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

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

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

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

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

## Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

## Plan Summary

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

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

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

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

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

## Budget Summary

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

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

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

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

### Annual Update

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

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

### Annual Measurable Outcomes

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

### Actions/Services

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

### Analysis

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

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

### Stakeholder Engagement

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

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

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

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

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

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

## Goals, Actions, and Services

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

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

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

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

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

### Goal

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

### Related State and/or Local Priorities

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

### Identified Need

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

### **Expected Annual Measurable Outcomes**

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

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

### **Planned Actions/Services**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### Location(s)

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

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

### Actions/Services

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

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

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

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

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

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

### Budgeted Expenditures

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

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

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

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

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

#### Estimated Supplemental and Concentration Grant Funds

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

#### Percentage to Increase or Improve Services

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

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

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

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

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

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

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

## State Priorities

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

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

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

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

**Priority 3: Parental Involvement** addresses:

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

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

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

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

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



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

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

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

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

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

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

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

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

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

**Local Priorities** address:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **APPENDIX B: GUIDING QUESTIONS**

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

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

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

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

## Guiding Questions: Goals, Actions, and Services

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

## LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	7,073,219.00	6,439,685.00	6,666,655.00	6,826,926.00	6,979,532.00	20,473,113.00
	0.00	0.00	0.00	0.00	3,500.00	3,500.00
Base	4,506,169.00	3,292,583.00	3,561,386.00	3,630,747.00	3,692,274.00	10,884,407.00
Other	97,500.00	554,886.00	377,500.00	386,500.00	398,500.00	1,162,500.00
Special Education Reimbursement	47,325.00	79,133.00	61,000.00	62,000.00	63,000.00	186,000.00
Supp/Conc	2,422,225.00	2,513,083.00	2,666,769.00	2,747,679.00	2,822,258.00	8,236,706.00

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

<b>Total Expenditures by Object Type</b>						
<b>Object Type</b>	<b>2016-17 Annual Update Budgeted</b>	<b>2016-17 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	7,073,219.00	6,439,685.00	6,666,655.00	6,826,926.00	6,979,532.00	20,473,113.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	4,412,025.00	3,463,885.00	3,353,898.00	3,441,516.00	3,528,286.00	10,323,700.00
2000-2999: Classified Personnel Salaries	261,900.00	309,394.00	466,000.00	484,800.00	503,600.00	1,454,400.00
3000-3999: Employee Benefits	1,028,794.00	985,755.00	1,200,512.00	1,235,810.00	1,272,546.00	3,708,868.00
4000-4999: Books And Supplies	570,500.00	832,520.00	845,500.00	857,500.00	867,500.00	2,570,500.00
5000-5999: Services And Other Operating Expenditures	608,000.00	562,126.00	512,245.00	518,800.00	519,100.00	1,550,145.00
5800: Professional/Consulting Services And Operating Expenditures	52,000.00	146,005.00	148,500.00	148,500.00	148,500.00	445,500.00
7000-7439: Other Outgo	140,000.00	140,000.00	140,000.00	140,000.00	140,000.00	420,000.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	7,073,219.00	6,439,685.00	6,666,655.00	6,826,926.00	6,979,532.00	20,473,113.00
		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	3,111,250.00	1,794,502.00	1,902,898.00	1,947,516.00	1,991,786.00	5,842,200.00
1000-1999: Certificated Personnel Salaries	Other	0.00	169,525.00	20,000.00	21,500.00	23,000.00	64,500.00
1000-1999: Certificated Personnel Salaries	Special Education Reimbursement	35,500.00	46,290.00	46,000.00	46,000.00	46,000.00	138,000.00
1000-1999: Certificated Personnel Salaries	Supp/Conc	1,265,275.00	1,453,568.00	1,385,000.00	1,426,500.00	1,467,500.00	4,279,000.00
2000-2999: Classified Personnel Salaries	Base	66,500.00	130,552.00	106,500.00	108,800.00	111,100.00	326,400.00
2000-2999: Classified Personnel Salaries	Special Education Reimbursement	0.00	18,078.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supp/Conc	195,400.00	160,764.00	359,500.00	376,000.00	392,500.00	1,128,000.00
3000-3999: Employee Benefits	Base	528,419.00	403,750.00	624,988.00	642,431.00	657,388.00	1,924,807.00
3000-3999: Employee Benefits	Other	0.00	40,977.00	6,500.00	7,000.00	7,500.00	21,000.00
3000-3999: Employee Benefits	Special Education Reimbursement	11,825.00	14,765.00	15,000.00	16,000.00	17,000.00	48,000.00
3000-3999: Employee Benefits	Supp/Conc	488,550.00	526,263.00	554,024.00	570,379.00	590,658.00	1,715,061.00
4000-4999: Books And Supplies	Base	270,000.00	433,490.00	430,000.00	435,000.00	435,000.00	1,300,000.00
4000-4999: Books And Supplies	Other	94,000.00	336,456.00	343,000.00	350,000.00	360,000.00	1,053,000.00
4000-4999: Books And Supplies	Supp/Conc	206,500.00	62,574.00	72,500.00	72,500.00	72,500.00	217,500.00
5000-5999: Services And Other Operating Expenditures	Base	370,000.00	376,922.00	342,000.00	342,000.00	342,000.00	1,026,000.00
5000-5999: Services And Other Operating Expenditures	Other	3,500.00	7,928.00	8,000.00	8,000.00	8,000.00	24,000.00



<b>Total Expenditures by Object Type and Funding Source</b>							
<b>Object Type</b>	<b>Funding Source</b>	<b>2016-17 Annual Update Budgeted</b>	<b>2016-17 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
5000-5999: Services And Other Operating Expenditures	Supp/Conc	234,500.00	177,276.00	162,245.00	168,800.00	169,100.00	500,145.00
5800: Professional/Consulting Services And Operating Expenditures		0.00	0.00	0.00	0.00	3,500.00	3,500.00
5800: Professional/Consulting Services And Operating Expenditures	Base	20,000.00	13,367.00	15,000.00	15,000.00	15,000.00	45,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supp/Conc	32,000.00	132,638.00	133,500.00	133,500.00	130,000.00	397,000.00
7000-7439: Other Outgo	Base	140,000.00	140,000.00	140,000.00	140,000.00	140,000.00	420,000.00

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

<b>Total Expenditures by Goal</b>				
<b>Goal</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
<b>Goal 1</b>	4,404,792.00	4,515,976.00	4,618,832.00	13,539,600.00
<b>Goal 2</b>	2,261,863.00	2,310,950.00	2,360,700.00	6,933,513.00
<b>Goal 3</b>	0.00	0.00	0.00	0.00
<b>Goal 4</b>	0.00	0.00	0.00	0.00
<b>Goal 5</b>	0.00	0.00	0.00	0.00
<b>Goal 6</b>	0.00	0.00	0.00	0.00
<b>Goal 7</b>	0.00	0.00	0.00	0.00
<b>Goal 8</b>	0.00	0.00	0.00	0.00
<b>Goal 9</b>	0.00	0.00	0.00	0.00
<b>Goal 10</b>	0.00	0.00	0.00	0.00

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