Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

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	Contact Name and Title	Email and Phone
Springville Union Elementary	Connie Owens	connies@ocsnet.net
	Superintendent/Principal	559-539-2605

2017-20 Plan Summary

The Story

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

Springville Union Elementary School is a small rural single school District serving 325 Kindergarten through Eighth grade students. Our small foothill community is actively involved in making our school Great! Long standing cooperation from local organizations such as; Springville Mountain Lions, Springville Women's Club, Springville Veterans of Foreign Wars, Springville Community Club, Tulare County Law Enforcement, CAL-Fire/Mountain Home, Sunrise Rotary, and Springville Booster's, continue to provide support to Springville School Staff and Students through financial and/or voluntary assistance with projects and materials. Our students are always available for various club activities and/or events where student assistance is needed. Our Community continues to ensure that student needs are met. The District's Highly Qualified Instructional & Support Staff provides Researched Based instruction through Project Based Learning, Intervention, and Enrichment opportunities. Instruction is embedded with State Adopted Standards across the grade levels, enabling our District to meet the needs of all students. Springville Students receive daily instruction in ELA, Mathematics, Social Studies, Science, and Physical Education. Students have the opportunity to participate in seasonal sports, arts, music (instrumental, strings, and vocal), as well as, various grade level activities including gardening Lego League, Student Government, Character Counts, Kindness Ambassadors, Conversational Spanish, Reading Revolution, Recycling Club, and Running Club.

LCAP Highlights

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

District Administration will continue to monitor and address absences and truancies in an effort to increase attendance rates. The Board of Trustees voted to adopt Houghton Mifflin ELA/ELD Curriculum for Kindergarten through Eighth grades which will provide standards based curriculum in English, Reading, and Writing. While opportunities for Parent Involvement are on-going, there have been a number of new student/parent activities added this year encouraging parents to take an active part. (i.e.: Judging opportunities for Science Fair, Spelling Bee, Poetry & Prose, Blayke's Race (Down's Syndrome Awareness), and Kindness March (Autism Awareness) to name a few.

Review of Performance

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

Greatest Progress

As we review progress of all subgroups, we are encouraged to see that there was a positive increase of 1% in Mathematics and a 6.5% increase in ELA from last year's CAASPP assessment scores. To assure that Springville Students continue to make positive progress, the District will continue with increased opportunities for student intervention in ELA and Mathematics in all subgroups, (inclusive of Low Income, English Learners, and Foster Youth), as well as, student enrichment opportunities promoting and supporting over-all student success. The District notes positive improvements within the LCAP Goals selected. Increased attention to daily absences and follow-though has made a difference in ADA as measured by daily attendance and a 0.9% decrease in suspensions verified by Dashboard Status and Change Report. Monthly Facility Inspection Sheets, monitored by qualified staff, ensure that positive strides continue and assist the District in maintaining a safe, clean, and healthy learning environment for our school community. Additional opportunities to access and use technology within all classrooms, implementation of State Standards through rigorous instructional practices in Mathematics and ELA/ELD, have enabled Springville Students to have access to information and instruction to prepare them for current, as well as, future academic and social success.

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

Greatest Needs

The District's greatest need is in the area of Mathematics. Springville Students scored in the Orange

Category. The District will continue to provide the necessary support through a variety of resources to enable our students to make positive progress in Mathematics. Each student receives classroom instruction of grade level curriculum followed by intervention opportunities based on individual student needs. Those opportunities include small group and/or pull out services, as well as, Exact Path, a computer program which allows students to build on areas they may be below grade level in Math.

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

Performance Gaps

Currently, there are no "Official" Performance Gaps for our District. However, our Low Income Subgroup fell into the Orange/Nearly Met Category which was below the overall population performance and is considered a locally determined performance gap. The LEA plans to continue with intervention opportunities within the school day which include small group, pull-out, push-in, and one to one intervention, in an effort to decrease the student subgroup numbers falling below the "all student" performance. Increased and varied opportunities including Study Island and Khan Academy Intervention/Enrichment Support made available to all students in all grade levels.

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.

Increased or Improved Services

The implementation of Exact Path, Study Island and Khan Academy, in Kindergarten through Eighth grades, as well as the implementation of newly adopted State approved ELA/ELD Curriculum, and continued implementation of good teaching practices acquired through Professional Development provided by Great Minds Institute, are three ways our District will increase to improve services to all student subgroups (inclusive of Low Income, English Learners, and Foster Youth).

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	$3,273,364
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$2,999,152

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

General Fund Expenditures not included in the LCAP are Board Costs (Audit, CSBA, etc), Cafeteria, County Special Education, Liability & Student Insurance, Co-op Fees, Communication

(Telephones/Postage/Internet), and various Dues & Memberships.
The District's purchase of newly adopted Curriculum and Professional Development not budgeted as expenditures, as well as, the increase in salaries and health and welfare benefits were also not included.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$2,921,349

Annual Update

LCAP Year Reviewed: 2017-18

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

Improve student achievement of all students and subgroups through pupil engagement and collaboration, including the implementation of State Standards in all subject areas and ELD.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected

100% Properly Credentialed teachers with no mis-assignments nor vacancies as measured by Credentials or SARC review

Actual

100% Properly Credentialed with no mis-assignments or vacancies

Expected	Actual
Proficiency rates in ELA and Mathematics on CAASPP assessments will increase in a positive direction. ELA: 5 point increase from 10.9 points below level 3 to 5.9 points below level 3 Math: 5 point increase from 32.6 points below level 3 to 27.6 points below level 3	ELA: 4.3 point increase to 6.5 points below level 3 Math: 7.1 point decrease to 39.8 points below level 3
RTI Interventions throughout the grade levels, including technology support for unduplicated and special needs students. SRI and SMI assessments show 5% growth in student achievement to support Instruction through Intervention. Baseline: RTI Daily Intervention for students in 2nd – 8th grades falling at the 25% or lower in SRI and SMI assessments	RTI Interventions in 2nd - 8th grades including technology support for unduplicated and special needs students were fully implemented. SRI and SMI assessments show student achievement 5% growth in students falling in the 25% or lower.
Parent Engagement as measured by information collected through surveys of Parents/ Students/Community Members: Seeking input in decision making process = (50%)	Parent Engagement, measured by information collected through LCAP surveys increased 10%
Student CELDT score show performance growth in all Domains, moving towards Reclassification.	Sixteen (16) students were CELDT/ELPAC tested this year with 4 students (25%) Reclassified.The District provides SDAIE within the classroom and daily small group, pull-out intervention based on individual student needs. English Learners are given the support necessary to progress towards Reclassification.

Expected	Actual
50% of Certificated/Classified Staff received on-going Professional Development in ELA/ELD provided by TCOE Contracted Consultants throughout the year and other opportunities as necessary to address student needs.	The District provides on-going Professional Development within Houghton Mifflin ELA/ELD curriculum in combination with Best Teaching Practices. 99.5% of all Certificated/Classified Staff participate in on-going Profrofessional Development.
Chronic Absenteeism is measured by % of students with 10% or more absenteeism: 5.04%	9.5%
Middle School Dropout rate: 0%	0%

Actions/Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
To increase academic achievement, a Highly Qualified Staff must be retained	Maintained a Highly Qualified Staff	Certificated Staff $1,740,677 LCFF Base	Salaries and Benefits $1,809,627

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Maintain Student Services Position, allowing student/staff opportunities for career counseling, study hall/tutoring, teacher observations and release time, as well as, on-going, campus wide, staff development.	Maintained Student Services Position	Salaries and Benefits $124,791 LCFF Base $27,920, Teacher Quality $5,365, Staff Development $341, Title I $28,140, Pathway $28,140, Counseling $5,664, EPA $29,221	Salaries and Benefits $132,153 LCFF S/C $66,552, Title I $16,334, LCFF Base $23,717, REAP $24,018, Special Friends $5,298

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide EL Intervention and support with measurable assessments.	Provided EL Intervention and support on an individual basis including small group and resource support materials and intervention from ERS/TCOE with measurable assessments using state adopted ELA/ELD curriculum benchmarks, CELDT/ELPAC, and CAASPP.	Instructional Aides $135,919 LCFF S/C $66,552, Title I $16,334, LCFF Base $23,717, REAP $24,018, Special Friends $5,298	Instructional Aides $199,283

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Professional Development around EL support for all staff.	SDAIE strategies and best instructional practices used in all classrooms in addition to state adopted ELD curriculum support.	Operating Expenses $2,000 Educator Effectiveness	$0

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.

Hiring and maintaining Highly Qualified Teachers, as well as, the Student Services position to support student was fully implemented. Rigorous Research Based Instruction, using State Adopted Curriculum in all subject areas, including CCSS with instructional resources was provided for EL students. The implementation of new standards and new curriculum is on-going and has had its challenges. Providing staff development support both on and off campus has proved to be helpful. Students, as well as, teachers are benefiting from the implementation of new practices.

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

Dashboard data collected states that our overall student achievement remain in the yellow performance level with 6.5% points gained in ELA and 1% point gained in Mathematics. Our SES subgroup fell in the orange performance level. The District will continue intervention/support that specifically targets our subgroups to encsure that all students make academic progress. CELDT/ELPAC assessment scores indicate our EL population is making progress towards reclassification.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted expenditures for the 2017/2018 LCAP increased in some areas due to the need for additional classified staffing for the increase in our special needs population and one to one instructional assistance necessary for those students to be successful in the general education setting. Additionally, a diagnostic placement was necessary for a student which increased transportation costs as well.

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 are planned for this goal.

Goal 2

Students benefit from a safe, clean environment, as well as, positive improvement in average daily attendance as measured by Facility Inspection Sheets, Stakeholder Input, and Student Attendance Reports.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected	**Actual**
Suspension/Expulsion Rate: 0%	0%
Eighth Grade Graduation Rate: 100%	100%
Facilities Report of Good status on FIT: Maintain Good Rating	Facilities Status Reports remain "Good" status.
Increase student attendance rate by 1% to 95.6%	Student attendance increased by 0.78%

Expected

Increase submission rate of LCAP survey and CHKS for parents, students, and staff by 5%
- 80% return in LCAP survey
- 55% return for CHKS for parents
- 55% return for students
- 55% return for staff

Actual

Submission rate of LCAP Survey and CHKS for parents, students, and staff are as follows:
80% return LCAP Survey
60% return for parents
20% return students
0% CHKS (scheduled to be administered in September)

Actions/Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Ensuring students attend school and arrive on time.	Daily calls were made by 9:00am on students marked absent. Students are picked up if they missed the bus or had no ride to school.	Transportation Costs $194,687 LCFF Base	Transportation Costs $196,448

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Provide an environment where facilities and grounds are well maintained with student safety the top priority.	Campus is well maintained. Facilities and grounds are free from obstructions and safe for all students and staff members.	Maintenance and Operations $174,766 LCFF Base	Maintenance and Operations $246,835

Action 3

Planned Actions/Services	**Actual Actions/Services**	**Budgeted Expenditures**	**Estimated Actual Expenditures**
Provide parent engagement activities to increase attendance rates for all students including EL, SES, Foster Youth, and Exceptional Needs.	Springville School provides a variety of activities during the school year. Opportunities are made available for parents to participate with their children. Back to School Night and Parent Teacher Conferences are used as a one to one opportunity to encourage and inform parents and students of the importance of regular school attendance. This year, students, staff, and parents participated in Down Syndrome with Blayke's Race and Autism Awareness through a Kindness Walk and gathering in the community.	S/C $500 Staff	($0)

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Monthly Recognition for Attendance and Character Counts Pillars for all students including EL, SES, Foster Youth, and Exceptional Needs to reduce student suspension/expulsion.	The Six Pillars of Character from the Character Counts program is the model Springville School uses. Students were recognized for Character Counts Pillars on a monthly basis for having shown good Character, in addition to, perfect attendance awards given twice a year.	Contracted Services $100 LCFF Base	Contracted Services $100

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.

Absences are monitored. Students are picked up by school staff and given rides to school. The Springville campus is well maintained, ensuring student and staff safety. Repairs needed are made in a timely manner. Notes are sent with students, as well as, e-mailed home to ensure that all students and their families are informed of activities and the importance of regular school attendance. Students are regularly recognized and awarded for exhibiting traits of the Six Pillars of Character, in addition to, recognition for perfect attendance on a monthly basis.

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

Absences increased by 0.78% from last school year. Long term student illness attributed to this increase. Recognition for achievement, as well as, great Character seems to be having a positive impact, in addition to the Kindness Club Ambassador's Club. The Ambassador numbers have doubled since the Clubs beginning. The Club members organized, in conjunction with Mountain Home State Correctional Facility, and placed Buddy Benches around our campus with the purpose of implementing the Buddy Bench Program with the purpose of promoting Kindness.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences occur when costs increase for Transportation and Maintenance needs arise that are unexpected.The District hired additional maintenance staffing and the addition of a daily route to a Porterville District accounts for the differences in the Budget expenditures,

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

There are no changes planned for this goal.

Goal 3

All students and subgroups will receive rigorous, research based instruction by Highly Qualified certificated teachers, using state adopted curriculum, in combination with CCSS materials and resources to ensure that state standards are met within the daily instruction of core curricular areas including English, Mathematics, Science, History, and Physical Education.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
All students will receive instructional materials and resources, inclusive of CCSS.	CCSS materials and resources were available for all students. Engage New York is the Mathematics curriculum currently being use, as well as, Houghton Mifflin ELA/ELD curriculum purchased last year was implemented this year.
All certificated staff will receive Professional Development support to ensure CCSS implementation is on-going in all classrooms, as well as, demonstrate growth in CCSS implementation and rigorous instruction within their classrooms.	All certificated teachers have received CCSS Professional Development and received Professional Development in Mathematics and ELA/ELD. Teacher growth in instructional practices and rigor was measured by lesson planning, observations, and sharing out.

Expected

Actual

Technology support via Technology Coordinator Support for all staff and students: 2.5 days per week.

The District maintains a Technology Coordinator, part time (2.5 days per week), to meet the needs of our staff and students.

Actions/Services

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

Action 1

Planned Actions/Services	**Actual Actions/Services**	**Budgeted Expenditures**	**Estimated Actual Expenditures**

Continue to implement new standards through Project Based Learning and in all core subjects. Purchase new state adopted curriculum in English and Mathematics, instructional resources, and supplies, as well as, continue progress on technology infrastructure upgrade and the addition of computers for students and staff.	Students received rigorous instruction using state standards across the curriculum. Teachers implemented Project Based Learning strategies, as well as, Lucy Calkins Writing Strategies within their instruction. Students benefited from these newly introduced instructional opportunities. Students were given additional opportunities to use technology with the additional purchase of chrome book carts to increase the opportunity for technology use for our students. In addition, Staff members use laptops and Elmo projectors to further the use of technology in classroom instruction.	Instructional Materials and Supplies $5,000 LCFF Base	STEM Equipment.Supplies $40,650

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Staff will continue to develop and use CCSS instructional strategies, participate in monthly Professional Development and Teacher Collaboration, was well as, have opportunities to share instructional practices across grade levels that will ensure all student academic needs are met.

Staff participated in monthly staff development using CCSS instructional strategies. Teacher collaboration is on-going and provided multiple opportunities for teachers to share instructional practices across grade levels. Springville teachers strive to meet the academic needs of all students.

Operating Expenses $74,160 LCFF Base $9,678,LCFF S/C $7,500, Ed Effectiveness $2,000, Pathways $31,468, Lottery $23,514

Operating Expenses $41,278

Action 3

Planned Actions/Services | ### Actual Actions/Services | ### Budgeted Expenditures | ### Estimated Actual Expenditures

Continue contract with Technology Coordinator for Technology Support for staff and students.

District continued the contract with the part time Technology Coordinator.

Contracted Services $48,925 LCFF S/C

Contracted Services $48,950

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Analysis

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

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

Hiring and maintaining Highly Qualified Teachers, as well as, the Student Services position to support instructional practices and student achievement was fully implemented. Rigorous Research Based Instruction using State Adopted Curriculum in all subject areas including CCSS, with instructional resources was provided for EL students.

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

Students received Rigorous Researched Based instruction in all subject areas. Student progress has been in a positive direction as measured by District assessments and CAASPP testing. Project Based Instruction enabled students to experience instruction and learning while getting hands on experience in the subject areas of Mathematics, English Language Arts, History, and Science.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Increased in costs due to purchase of STEM equipment and supplies to support a lab to provide STEM opportunities for our students K - 8th grades.

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 planned for this goal.

Goal 4

Although Stakeholders did not deem Parent Involvement as a priority for our District, the District will continue to develop ways to improve on opportunities for Parents/Guardians to be involved in the educational decision making affecting our students.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 3, 4

Local Priorities:

Annual Measurable Outcomes

Expected

All Administrators and support staff will continue implementation of CCSS.

Actual

Administration and support staff continue to monitor and support the implementation of CCSS.

Expected

Increase parent/guardian engagement opportunities as measured by parent attendance and involvement in Eureka Math Night (K – 8) school activities and events. (85%)

Actual

Parent Involvement is a key component to the success of our students. Springville School has great Parent Involvement and that is attributed tot he open invitation for parent participation that has been long standing at Springville School. This year, we noted a couple of events, Back To School Night/Picnic had 70% attendance and Open House had 80% attendance. Eureka Math Night was not implemented this year. While many families were in attendance, we lacked volunteers to help with the operation of the activities. The District will work to ensure that all parents know there is a need and that their help is a value to not only their students, but all students attending Springville School.

Actions/Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Administration and support staff are required to continue implementation of CCSS, support positive behavioral interventions, and involve parents/guardians in the educational process.	Administration and support staff provided positive behavioral interventions as needed. Parents received information throughout the year on Parent Involvement and the role it plays in student success. Classroom teachers were observed and given constructive feedback on CCSS and their individual implementation of Project Based Learning Strategies, Eureka Math (Engage NY), and Writing Strategies. Grade Span Professional Development was provided by TCOE on campus throughout the year. Certificated staff will be attending Great Minds Professional Development for Mathematics in June and July 2018.	Salary and Benefits $263,646 LCFF Base $170,709, LCFF S/C $101,270	Salary and Benefits $303,784

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

To Increase Parent Involvement, District Staff will provide informational in-service to parents on daily attendance and the role attendance plays in the academic success of students.	In addition to the Student Handbook, sent home the first day of school, District Staff added e-mail notification for parent/households, in addition to, notifications being sent home with students, to ensure that parents are informed. Weekly and monthly calendars are made available to parents/households in the same manner. Students with irregular attendance receive conferences with office personnel on the importance of regular attendance and the role it plays on student success.	Support Staff $100 LCFF Base	Support Staff $0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Analysis

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

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

Continue to maintain Administration and Student Services positions, as well as, Business Manager and Administrative Secretary positions. Students receive positive reinforcement addressing behavioral intervention. CCSS implementation across all grade levels. Opportunities for parent involvement include, Back to School Picnic, Open House, Springville Boosters, School Site Council, and Classroom Volunteering opportunities both in and outside of the classroom.

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

Through the implementation of CCSS, our students made a slight increase in assessment scores, moving towards standards met and from standards not met. Increased parent participation with school activities. Will be working together with Springville Booster Club in the upcoming year with new and fresh ideas to stimulate parent participation in Booster's/School activities.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Increase in Administrative, Certificated, and Support Staff salaries and Health & Welfare increases.

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

The District continues to seek support materials/programs to provide enrichment and intervention opportunities that will assist students with success.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

The District provided information to stakeholders that contained a clear description and requirements of the LCFF and the LCAP process, in addition to, a survey relating to the eight state priorities. Materials relating to LCFF/LCAP were reviewed and made available for all interested stakeholder groups including Parents, Grandparents, Students, Staff, and Community Members. Presentations and corresponding materials were also available at the following meetings:
Springville Independent Teachers Associations/Staff (9/11,10/2&9, 11/6&13, 12/4&11, 1/8, 2/5&12, 3/5&12, 4/9, 5/7&14)
Parents - Back to School Night (9/7) Open House (5/24) Parent Teacher Conferences (10/12 - 10/13, 3/12 - 3/15)
"Parent Advisory Committee" School Site Council (11/9,1/11, 3/8, 5/31)
School Board Meetings (9/11, 12/11, 1/8, 2/12, 3/12, 4/9, 5/14, 6/25&27)
Surveys for collection of stakeholder input were distributed and collected regarding the 8 State Priorities. Stakeholders were given a variety of opportunities to participate. The final draft was created including stakeholder feedback. Public comments were documented and taken into consideration during the development of the LCAP document and shared out during School Board Meetings. All stakeholder input was considered and the final draft was presented to the governing board on June 25, 2018 and approved on June 27, 2018.

Impact on LCAP and Annual Update

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

As a result of the input received from stakeholders, the District will continue to focus on the following:
*Continue to upgrade and modernize technology moving students into 21st Century Learning

*Continue implementation and professional development of the new ELA/ELD Curriculum

*Continue to provide informational opportunities and assistance to enable parents the opportunity to better support their child/children at home.

*Continue to review student attendance requirements and instill the importance of regular school attendance and the negative impact absences have on student academic growth, as well as, the impact absences have on the District.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged

Goal 1

Improve Student Achievement of all Students and Sub Groups, in all subject areas, through Pupil Engagement and Collaboration, including the implementation of State Standards in all Subject areas and ELD.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 7, 8

Local Priorities:

Identified Need:

As a result of reviewing student data (report cards, local assessments, CELDT scores, Study Island Benchmarks, and CAASPP) the District identified a need in student sub groups performing in the Orange range or standards nearly met category for ELA and Math.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Properly Credentialed teachers with no miss-assignments nor vacancies as measured by Credentials or SARC review	100% Properly Credentialed teachers with no miss-assignments or vacancies	100% Properly Credentialed teachers with no miss-assignments or vacancies	100% Properly Credentialed teachers with no miss-assignments or vacancies	100% Properly Credentialed teachers with no miss-assignments or vacancies

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Proficiency rates in ELA and Mathematics on CAASPP assessments will increase in a positive direction.	2016/2017 CAASPP scores in ELA and Mathematics: Overall student achievement remains in the yellow performance level with a 6.5 point gain in ELA (from 17.4 points below Level 3 to 10.9 points below Level 3) and a 1 point gain in Mathematics (from 33.6 points below Level 3 to 32.6 points below Level 3).	5 point increase in overall student scores moving towards Standards Met & Above	5 point increase in overall student scores moving towards Standards Met & Above	5 point increase in overall student scores moving towards Standards Met & Above
RTI Interventions throughout the grade levels, including technology support for unduplicated and special needs students.	RTI Daily Intervention for students in 2nd – 8th grades falling at the 25% or lower in SRI and SMI assessments	SRI and SMI assessments show 5% growth in student achievement to support Instruction through Intervention	School Based assessments show 10% growth in student achievement to support Instruction through Intervention	School Based assessments show 10% growth in student achievement to support Instruction through Intervention

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Engagement as measured by information collected through surveys of Parents/Students/Community Members	Seeking input in decision making process equaled (26%)	Seeking input in decision making process equaling (50%)	Seeking input in decision making process equaling (60%)	Seeking input in decision making process equaling (70%)
State Objectives for EL will be assessed using ELD curriculum and CELDT/ELPAC assessments, including percentage of EL students working toward Reclassification.	CELDT Scores 2016/2017 Total of 18 students assessed. 2 (11%) were Reclassified this year, 5 scored Advanced, 2 scored Early Advanced, 4 scored Intermediate, 2 scored Early Intermediate, and 3 scored Beginning.	Student CELDT/ELPAC scores show growth moving toward Reclassification target of 10%	Student CELDT/ELPAC scores show growth moving toward Reclassification target of 10%	Student CELDT/ELPAC scores show growth moving toward Reclassification target of 10%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
On-going Professional Development for all staff in ELA/ELD and Mathematics addressing all students inclusive of all student sub groups.	43% of Certificated/Classified Staff to receive on-going Professional Development in ELA/ELD provided by TCOE Contracted Consultants throughout the year and other opportunities as necessary to address student needs	50% of Certificated/Classified Staff received on-going Professional Development in ELA/ELD provided by TCOE Contracted Consultants throughout the year and other opportunities as necessary to address student needs	50% of Certificated/Classified Staff received on-going Professional Development in ELA/ELD provided by TCOE Contracted Consultants throughout the year and other opportunities as necessary to address student needs	50% of Certificated/Classified Staff received on-going Professional Development in ELA/ELD provided by TCOE Contracted Consultants throughout the year and other opportunities as necessary to address student needs
CAASPP assessment data collected on all students, inclusive of (EL, SES, FY, and Exceptional Needs) used to measure student progress towards Standard Met.	CAASPP Assessments District Assessments	As measured by data collected from the 2017/2018 CAASPP	As measured by data collected from the 2018/2019 CAASPP	As measured by data collected from the 2019/2020 CAASPP
Chronic Absenteeism is measured by % of students with 10% or more absenteeism	6.04%	5.04%	4.04%	3.04%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Middle School Dropout Rate	2016/2017 (0%)	(0%)	(0%)	(0%)
Percentage of EL students who make progress towards English Proficiency as measured by ELPAC	Baseline will be established upon 2018-2019 ELPAC results.	Due to the shift from CELDT to ELPAC, no change data was available.	Targets will be included upon the establishment of Baseline data information.	Targets will be included upon the establishment of Baseline data information.

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	**Location(s)**
All Students	All Schools

<div align="center">**OR**</div>

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

Students to be Served	**Scope of Services:**	**Location(s)**

N/A	N/A	N/A

Actions/Services

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

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
To increase academic achievement a highly qualified staff must be retained.	To increase academic achievement a highly qualified staff must be retained.	To increase academic achievement a highly qualified staff must be retained.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,740,677	$1,809,627	$1,809,627
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Certificated Salary & Benefits	Certificated Salary & Benefits	Certificated Salary & Benefits

Action #2

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

Maintain Student Services Position allowing student/staff opportunities for career counseling, study hall, tutoring, teacher observations and release time, as well as, on-going campus wide staff development.

2018-19 Actions/Services

Maintain Student Services Position allowing student/staff opportunities for career counseling, study hall, tutoring, teacher observations and release time, as well as, on-going campus wide staff development.

2019-20 Actions/Services

Maintain Student Services Position allowing student/staff opportunities for career counseling, study hall, tutoring, teacher observations and release time, as well as, on-going campus wide staff development.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$124,791	$134,077	$134,077
Source	LCFF Base $27,920; Teacher Quality $5,365, Staff Development $341, Title I $28,140, Pathway $28,140, Counseling $5,664, EPA $29,221	LCFF Base $37,206, Teacher Quality $5,365, Staff Development $341, Title I $28,140, Pathway $28,140,Counseling $5,664, EPA $29,221	LCFF Base $37,206, Teacher Quality $5,365, Staff Development $341, Title I $28,140, Pathway $28,140,Counseling $5,664, EPA $29,221
Budget Reference	Salary & Benefits	Salary & Benefits	Salary & Benefits

Action #3

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	Limited to Unduplicated Student Groups	All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide English Learner Intervention, support, and measurable assessments	Provide English Learner Intervention, support, and measurable assessments	Provide English Learner Intervention, support, and measurable assessments

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$135,919	$200,489	$200,489
Source	LCFF S/C $66,552, Title I $16,334, LCFF Base $23,717, REAP $24,018, Special Friends $5,298	LCFF S/C $136,420, LCFF Base $23,717, Title I $16,334, REAP $24,018	LCFF S/C $136,420, LCFF Base $23,717, Title I $16,334, REAP $24,018
Budget Reference	Salary & Benefits	Salary & Benefits	Salary & Benefits

Action #4

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Professional Development around English Learner support for all staff.

Professional Development around English Learner support for all staff.

Professional Development around English Learner support for all staff.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	$2,000	$7,279	$7,279
Source	Educator Effectiveness	LCFF Base	LCFF Base
Budget Reference	Operating Expenses	Operating Expenses	Operating Expenses

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

Unchanged

Goal 2

Students benefit from a safe, clean, healthy environment, and improve average daily attendance as measured by Facility Inspection Sheets (FIT Reports), Stakeholder Input, and Student Attendance.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, 6

Local Priorities:

Identified Need:

As a result of the LCAP survey and Stakeholder input, measures will focus to improve academic support and intervention opportunities, student success through academic engagement, well-kept facilities, attendance, and transportation. The District will maintain Good ratings on FIT Reports, as well as, maintain a fleet of 6 school buses that will provide transportation to the students in this rural community. The District desires to reduce suspensions and maintain 0% Expulsion rate. Metrics used FIT, Attendance Reports, Suspension/Expulsion Reports, and Eighth grade graduation rate.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Suspension/Expulsion Rate	2016/2017 0%	0%	0%	0%
Eighth Grade Graduation Rate	99.9%	100%	100%	100%
Facilities Report of Good status on FIT	Good Rating	Maintain Good rating	Maintain Good rating	Maintain Good rating
Increase student attendance rate by 1%	94.6% (.10% increase) as measured by attendance reports	95.6% as measured by yearly attendance reports	96.6% as measured by yearly attendance reports	97.6% as measured by yearly attendance reports
Conduct parent, student, staff survey.	75% return in LCAP survey and 50% return for CHKS for parents, 50% return for students, and 50% return for staff	Increase submission rate of LCAP survey and CHKS for parents, students, and staff by 5%	Increase submission rate of LCAP survey and CHKS for parents, students, and staff by 5%	Increase submission rate of LCAP survey and CHKS for parents, students, and staff by 5%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Students, staff, parents, and community have a sense of school safety and connectedness.	Positive feedback as gathered from California Healthy Kids Survey and LCAPSurvey.	California Healthy Kids Survey will be given September 2018, LCAP survey received 75% positive feedback regarding school safety and connectedness.	80% positive feedback regarding school safety and connectedness as collected from CHKS and LCAP	85% positive feedback regarding school safety and connectedness as collected from CHLS and LCAP

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	Location(s)
All Students	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Ensuring students attend school and arrive to school on time.	Ensuring students attend school and arrive to school on time.	Ensuring students attend school and arrive to school on time.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$194,687	$194,448	$194,448
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Transportation	Transportation	Transportation

Action #2

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

Provide an environment where facilities and grounds are well maintained and student safety is a top priority.

2018-19 Actions/Services

Provide an environment where facilities and grounds are well maintained and student safety is a top priority.

2019-20 Actions/Services

Provide an environment where facilities and grounds are well maintained and student safety is a top priority.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	$174,766	$246,835	$246,835
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	General and Restricted Maintenance	General and Restricted Maintenance	General and Restricted Maintenance

Action #3

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

Students to be Served	**Location(s)**
N/A	N/A

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

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

| Unchanged | Unchanged | Unchanged |

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

| Provide Parent Engagement activities to increase attendance rates for all students including EL, SES, FY, and Exceptional Needs. | Provide Parent Engagement activities to increase attendance rates for all students including EL, SES, FY, and Exceptional Needs. | Provide Parent Engagement activities to increase attendance rates for all students including EL, SES, FY, and Exceptional Needs. |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$500	$500	$500
Source	S/C	S/C	S/C
Budget Reference	Salary & Benefits	Salary & Benefits	Salary & Benefits

Action #4

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

Students to be Served

Location(s)

| All Students | All Schools |

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Monthly Student Recognition for Attendance and Character Counts Pillars for all students including EL, SES, and FY to reduce student suspension/expulsion.	Monthly Student Recognition for Attendance and Character Counts Pillars for all students including EL, SES, and FY to reduce student suspension/expulsion.	Monthly Student Recognition for Attendance and Character Counts Pillars for all students including EL, SES, and FY to reduce student suspension/expulsion.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$100	$100	$100

Year	2017-18	2018-19	2019-20
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Contracted Services	Contracted Services	Contracted Services

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

Unchanged

Goal 3

All students and subgroups will receive rigorous, research based instruction by Highly Qualified certificated staff, using adopted curriculum, in combination with CCSS materials and resources to ensure that State Standards are met within the daily instruction of core curricular areas including English, Math, Science, History, and Physical Education.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities:

Identified Need:

As a result of Stakeholder Input, the District will continue to: 1. Implement CCSS instructional strategies, 2. Provide supplemental resources as applicable, 3. Provide on-going technology support. 4. Certificated Staff are assigned to grade levels based on their specific credential, grade level experience, and their knowledge of subject matter.
5. Certificated Staff will receive on-going Professional Development opportunities in well maintained facilities both on and off campus.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

All students will receive instructional materials and resources, inclusive of CCSS.	All students received California State Adopted Materials/Resources in all curricular areas as they become available for adoption (ELD/ELA)	All students will receive instructional materials and resources, inclusive of CCSS as measured by lesson plans, classroom observation, and student presentation. (ELA/ELD, Mathematics)	All students will receive instructional materials and resources, inclusive of CCSS as measured by lesson plans, classroom observation, and student presentation. (ELA/ELD, Mathematics)	All students will receive instructional materials and resources, inclusive of CCSS as measured by lesson plans, classroom observation, and student presentation. (ELA/ELD, Mathematics)
All certificated staff will receive Professional Development support to ensure CCSS implementation is on-going in all classrooms, as well as, demonstrate growth in CCSS implementation and rigorous instructional practices within their classrooms.	99.71% of certificated staff received on-going Professional Development to meet the changing needs of our staff and student population.	100% of certificated staff will receive on-going Professional Development to meet the changing needs of our staff and student population.	100% of certificated staff will receive on-going Professional Development to meet the changing needs of our staff and student population.	100% of certificated staff will receive on-going Professional Development to meet the changing needs of our staff and student population.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Technology support via Technology Coordinator support staff for all staff and students.	2.5 days per week per yearly technology contract	2.5 days per week per yearly technology contract	2.5 days per week per yearly technology contract	2.5 days per week per yearly technology contract
All students have access to and are enrolled in a broad course of study receiving instruction of California State Adopted Materials/Resources in all curricular areas as they become available for adoption (ELD/ELA)	As measured by California State Adopted Curriculum and School Board approval and designation of sufficient instructional materials for 100% of students Kindergarten through Eighth grades.	100% of our students are instructed using California State Adopted Curriculum and have sufficient instructional materials for all students Kindergarten through Eighth grades. As measured by teacher lessons plans and Board of Trustee minutes.	100% of our students are instructed using California State Adopted Curriculum and have sufficient instructional materials for all students Kindergarten through Eighth grades. As measured by teacher lessons plans and Board of Trustee minutes.	100% of our students are instructed using California State Adopted Curriculum and have sufficient instructional materials for all students Kindergarten through Eighth grades. As measured by teacher lessons plans and Board of Trustee minutes.

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	**Location(s)**
All Students	All Schools

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
N/A	N/A	N/A

Actions/Services

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

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Continue to implement new state standards through Project Based Learning in English, Math, Science, History, and Physical Education. Purchase new state adopted curriculum in English and Mathematics, instructional resources and supplies, as well as, continue progress on technology	Continue to implement new state standards through Project Based Learning in English, Math, Science, History, and Physical Education. Purchase new state adopted curriculum in English and Mathematics, instructional resources and supplies, as well as, continue progress on technology	Continue to implement new state standards through Project Based Learning in English, Math, Science, History, and Physical Education. Purchase new state adopted curriculum in English and Mathematics, instructional resources and supplies, as well as, continue progress on technology

infrastructure upgrade with additional computers added for students and staff	infrastructure upgrade with additional computers added for students and staff	infrastructure upgrade with additional computers added for students and staff

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,000	$18,700	$18,700
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Materials & Supplies	Materials & Supplies	Materials & Supplies

Action #2

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

Students to be Served

Location(s)

All Students	All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A	N/A	N/A

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Staff will continue to develop and use CCSS instructional strategies, participate in monthly Professional Development and Teacher Collaboration, as well as, have opportunities to share instructional practices across grade levels that will ensure the student academic needs are met.	Staff will continue to develop and use CCSS instructional strategies, participate in monthly Professional Development and Teacher Collaboration, as well as, have opportunities to share instructional practices across grade levels that will ensure the student academic needs are met.	Staff will continue to develop and use CCSS instructional strategies, participate in monthly Professional Development and Teacher Collaboration, as well as, have opportunities to share instructional practices across grade levels that will ensure the student academic needs are met.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$74,160	$28,914	$28,914

Year	2017-18	2018-19	2019-20
Source	LCFF Base $9,678 LCFF S/C $7,500 Ed Effectiveness $2,000 Pathways $31,468 Lottery $23,514	LCFF Base $5,296 Pathways $17,618 Lottery $6,000	LCFF Base $5,296 Pathways $17,618 Lottery $6,000
Budget Reference	Operating Expenses	Operating Expenses	Operating Expenses

Action #3

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

Students to be Served

N/A

Location(s)

N/A

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:

Schoolwide

Location(s)

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue contract with Technology Coordinator for Technology Support	Continue contract with Technology Coordinator for Technology Support	Continue contract with Technology Coordinator for Technology Support

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$48,925	$48,950	$48,950
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	Contracted Services	Contracted Services	Contracted Services

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

Unchanged

Goal 4

Although Stakeholders did not deem Parent Involvement as a priority for our District, the District will continue to develop ways to improve opportunities for Parents/Guardians to be involved in the educational decisions affecting our students.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 3, 4

Local Priorities:

Identified Need:

Through teacher observation and parent/stakeholder input, there is a need to service and encourage, all parent/families attending Springville School, including EL, SES, FY, and Exceptional Needs, to become involved in school activities as evidenced by Parent Teacher Conference sign-in sheets and volunteer opportunity sign-up sheets. Parental support is instrumental in the successful development of our ever changing educational process.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

All administrators and support staff will continue implementation of CCSS.	Measured by weekly lesson plans and monthly classroom observation (90%)	Measured by weekly lesson plans and monthly classroom observation (100%)	Measured by weekly lesson plans and monthly classroom observation (100%)	Measured by weekly lesson plans and monthly classroom observation (100%)
Increase parent/guardian engagement opportunities including parents of unduplicated students and those with exceptional needs.	As measured by parent attendance and involvement in Eureka Math Night (K - 8), school activities, and events. (80%)	As measured by parent attendance and involvement in Eureka Math Night (K - 8), school activities, and events. (85%)	As measured by parent attendance and involvement in Eureka Math Night (K - 8), school activities, and events. (85%)	As measured by parent attendance and involvement in Eureka Math Night (K - 8), school activities, and events. (85%)

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

Location(s)

N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Administration and support staff are required to continue implementation of CCSS support, positive behavioral interventions, and involve parent/guardians in the educational process.	Administration and support staff are required to continue implementation of CCSS support, positive behavioral interventions, and involve parent/guardians in the educational process.	Administration and support staff are required to continue implementation of CCSS support, positive behavioral interventions, and involve parent/guardians in the educational process.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$271,979	$288,599	$288,599

Year	2017-18	2018-19	2019-20
Source	LCFF Base $170,709 LCFF S/C $101,270	LCFF Base $212,235 LCFF S/C $76,364	LCFF Base $212,235 LCFF S/C $76,364
Budget Reference	Salary & Benefits	Salary & Benefits	Salary & Benefits

Action #2

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

Students to be Served	**Location(s)**
All Students	All Schools

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
N/A	N/A	N/A

Actions/Services

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

| Unchanged | Unchanged | Unchanged |

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

| To increase parent involvement, District Staff will provide informational in-service to parents on regular attendance and the role attendance plays in the academic success of students. | To increase parent involvement, District Staff will provide informational in-service to parents on regular attendance and the role attendance plays in the academic success of students. | To increase parent involvement, District Staff will provide informational in-service to parents on regular attendance and the role attendance plays in the academic success of students. |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$100	$100	$100
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Salary & Benefits	Salary & Benefits	Salary & Benefits

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

$217,885

Percentage to Increase or Improve Services

9.55%

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.

Since our unduplicated student population count is 48.27% and we are a one school District, all of these actions and services are being performed on a school wide basis. All decisions, actions, and expenditures of Supplemental and Concentration funds were determined necessary to meet the needs of all of our student population, principally directed at our unduplicated students. Taking into account that our school is a Single School District with an unduplicated student population of 48.27%, school wide implementation is believed to be the most effective delivery of services to all students. Students, many of them who are low income, will have access to modern technology and 21st Century Learning, as well as, increased levels of support through Behavioral Intervention Supports. Staff will continue to develop and use CCSS instructional strategies, participate in monthly professional development and teacher collaboration, as well as, have opportunities to share instructional practices across grade levels that will ensure that student academic needs are met.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

$262,234

Percentage to Increase or Improve Services

10.49%

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.

Since our unduplicated student population count is 53.47% and we are a one school District, all of these actions and services are being performed on a school wide basis. All decisions, actions, and expenditures of Supplemental and Concentration funds were determined necessary to meet the needs of all of our student population, principally directed at our unduplicated students. This is believed to be the most effective delivery of services to all students.
Services include: (1) retaining a certificated Student Service Professional (Administrator) who provides small group EL intervention and professional development support to certificated and classified staff. (2) Parent School Communication via E-mail was made available in an effort to connect with parents and inform them of opportunities to participate in school/student activities, school site council, Booster Club, and Board Meetings. (3) Professional development in Technology, new CCSS curriculum, STEM LAB, and supplemental materials provided by our Technology Coordinator to better serve our targeted populations. Students, many of them who are low income, will have access to modern technology and 21st Century Learning, as well as, increased levels of support through Academic, Social, and Behavioral Intervention/Enrichment opportunities. Staff continue to develop and use CCSS instructional strategies, participate in on-going monthly professional development, teacher collaboration, and increase parent/teacher communication, in addition to, having opportunities to share instructional practices across grade levels that will ensure that student academic needs are met.