Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

LCFF Evaluation Rubrics [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Alpine County Unified School District		
Contact Name and Title	Patrick Traynor, Ph.D. Superintendent	Email and Phone	ptraynor@alpinecoe.k12.ca.us (530) 694-2230

2017-20 Plan Summary

THE STORY

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

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

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

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

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

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

As posted on the California Department of Education (CDE) website for the 2015-2016 school year, the ethnic makeup of District and County students was derived from the Data Quest Enrollment by Ethnicity chart and consisted of:

Ethnicity	District	County
Hispanic	7.50%	0.00%
Native American	42.50%	100.00%
White, not Hispanic	47.00%	0.00%
Two or More Races, not Hispanic	2.50%	0.00%

As previously stated, no students enrolled in District or County schools are designated as English Learners. Additional student data from the CDE website for the 2015-2016 school data reports:

	District	Source
Low income	62.50%	Ed Data Free and Reduced Priced Meals chart
Foster Youth	0.00%	Ed Data Foster Youth Count chart
Students with Individualized Education Plans, mostly for Speech and Language	31.25%	Data Quest Special Education Enrollment by Age and Disability, District of Residence table

According to the Ed Data Unduplicated Pupil Count of Free/Reduced-Price Meals, English Learners, and Foster Youth chart, 80.00% of students attending County Office of Education schools were categorized as unduplicated.

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

The school community has expressed a strong interest in providing the highest quality academic experience for all of its students, closing the achievement gap that exists for Native American Students, socioeconomically disadvantaged Students, and special education students, keeping them engaged and successful during their time spent within Alpine County Schools, particularly in Math. The District and County Office of Education's interpretation of student engagement is students maintaining a high degree of attention, curiosity, interest, optimism, and passion when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education. The school community has also expressed strong interest in their students benefiting from programs that are offered in larger schools, including a Visual and Performing Arts (VAPA) program; a program for Advanced Learners; a sports program including the common competitive sports; and most recently a Science, Technology, Engineering, and Math (STEM) program. A STEM program was established for District K-8 students during the 2015-2016 school year. Additionally, a need for comprehensive implementation of the state's new rigorous standards in English Language Arts (ELA) and Math at each grade

level has been expressed, particularly with respect to closing the achievement gap for Native American students, socioeconomically disadvantaged students, and special education students with a focus on Math for the 2017-18 school year. Additionally, a need for teacher flexibility to meet the rigorous state expectations toward increasing student achievement has been expressed from both teachers and parents. Since 2014, students in each of the kindergarten through eighth grades do not combine with another grade level (forming a "combo" to which this practice is often referred) in English Language Arts (ELA) or Math. This way, the teacher is able to fully implement both the ELA and Math curricula as appropriate at each grade level. Combo classes will be considered if class sizes decrease to a point where separating grade levels becomes financially impractical or less academically functional or both.

The school community also supports keeping students engaged and successful during students' summer break by offering an engaging Summer Academy through the Alpine County Office of Education. The Academy provides ELA, Mathematics, and Physical Education experiences as well as computer coding and video production. The curriculum is substantially different from the regular school year.

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

A Facilities Advisory Committee was established in May 2016 with membership comprised of Board representatives, staff, and community members. The committee was formed to analyze District owned buildings, establish a framework for the District to assess and define facility needs, and prioritize facility development and improvements. The Committee has been instrumental in making recommendations regarding heating and ventilation, structural repairs, and long term planning. The Committee will be fundamental in the District moving forward with reopening Bear Valley School.

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

LCAP HIGHLIGHTS

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

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

In addition to an entirely new state template, this year's LCAP has identified specific metrics that can be clearly measured. The outcomes are aligned to the state indicators on the California Schools Dashboard whenever possible and local indicators created by the school community. Maintaining and increasing student achievement remains a high priority to the school community as well as the state. According to the latest results from fall 2016, DVE students are in the blue category in ELA and green in Math (State Priority Four), and blue in suspension rate (State Priority Six). The color code provides a degree of overall performance for each state indicator. For example, blue is the highest ranking in any particular indicator, followed by green, yellow, and orange with red being the lowest. The state accountability color codes were provided for groups of 30 or more students. Therefore only the school wide groups had accountability color codes. However, results without a color code are listed for the Native American, White, socioeconomically disadvantaged, and special education groups. Suspension rate includes these groups as the entire TK-8th grade student body was included. The results are as follows:

Diamond Valley Elementary School
Suspension (Elementary School) - Student Group Five-by-Five Placement Spring 2017

LEVEL	Increased Significantly by greater than 2.0%	Increased by 0.3% to 2.0%	Maintained Declined or increased by less than 0.3%	Declined by 0.3% to less than 1.0%	Declined Significantly by 1.0% or greater
Very Low 0.5% or less	Gray (N/A)	Green (None)	Blue (None)	Blue (None)	Blue **All Students (School Placement)** *Socioeconomically Disadvantaged* *American Indian or Alaska Native* *White*
Low greater than 0.5% to 1.0%	Gray (N/A)	Yellow (None)	Green (None)	Green (None)	Blue (None)
Medium greater than 1.0% to 3.0%	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green (None)
High greater than 3.0% to 6.0%	Red (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
Very High greater than 6.0%	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
3	0	0	0	0	3

The CDE applies standard rounding rules to Status and Change. These values are rounded to the nearest tenth before they are displayed throughout the Dashboard and the Five-by-Five Placement Report. However, Change is calculated using the non-rounded values. Therefore, LEAs and schools should not use the rounded Status values to calculate Change, because it could result in a different performance level (color) than what is reported on the Dashboard Web site.

Alpine County Unified School District
English Language Arts (Grades 3-8) - Schools Five-by-Five Placement Spring 2017

LEVEL	Declined Significantly by more than 15 points	Declined by 1 to 15 points	Maintained Declined by less than 1 point or increased by less than 7 points	Increased by 7 to less than 20 points	Increased Significantly by 20 points or more
Very High 45 or more points above	Yellow (None)	Green (None)	Blue (None)	Blue (None)	Blue (None) **White**
High 10 points above to less than 45 points above	Orange (None)	Yellow (None)	Green (None)	Green (None)	Blue **Alpine County Unified (District Placement)**
Medium 5 points below to less than 10 points above	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green (None)
Low More than 5 points below to 70 points below	Red (None)	Orange (None)	Yellow (None) **Socioeconomically Disadvantaged***	Yellow (None) **Native American***	Yellow (None) **Students with Disabilities***
Very Low More than 70 points below	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.) *Not numerically significant, 30 students or less.

Total Number of Schools in Each Performance Level

All Schools	Red	Orange	Yellow	Green	Blue
1	0	0	0	0	1

The CDE applies standard rounding rules to Status and Change. These values are rounded to the nearest tenth before they are displayed throughout the Dashboard and the Five-by-Five Placement Report. However, Change is calculated using the non-rounded values. Therefore, LEAs and schools should not use the rounded Status values to calculate Change, because it could result in a different performance level (color) than what is reported on the Dashboard Web site.

Alpine County Unified School District
Mathematics (Grades 3-8) - Schools Five-by-Five Placement Spring 2017

LEVEL	Declined Significantly by more than 10 points	Declined by 1 to 10 points	Maintained Declined by less than 1 point or increased by less than 5 points	Increased by 5 to less than 15 points	Increased Significantly by 15 points or more
Very High 35 or more points above	Yellow (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
High 5 points below to less than 35 points above	Orange (None)	Yellow (None)	Green (None)	Green **Alpine County Unified (District Placement)** Diamond Valley Elementary	Blue (None) **White***
Medium More than 5 points below to 25 points below	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green (None)
Low More than 25 points below to 95 points below	Red (None)	Orange (None) **Socioeconomically Disadvantaged*** **Students with Disabilities*** **Native American***	Yellow (None)	Yellow (None)	Yellow (None)
Very Low More than 95 points below	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.) *Not numerically significant, 30 students or less.

Total Number of Schools in Each Performance Level

All Schools	Red	Orange	Yellow	Green	Blue
1	0	0	0	1	0

The CDE applies standard rounding rules to Status and Change. These values are rounded to the nearest tenth before they are displayed throughout the Dashboard and the Five-by-Five Placement Report. However, Change is calculated using the non-rounded values. Therefore, LEAs and schools should not use the rounded Status values to calculate Change, because it could result in a different performance level (color) than what is reported on the Dashboard Web site.

Results show that student groups are generally increasing in performance in ELA, however in Math, they are decreasing with the exception of the white group. This LCAP provides for ensuring all student groups perform higher in both subjects, particularly in Math. Blue is the target next year for both ELA and Math and all subgroups need to demonstrate improvement in both subjects.

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

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

> Alpine County Unified School District has scored in the blue and green levels in the three numerically significant California Dashboard categories of English Language Arts, Math, and Suspension rate for the fall of 2016. English Language Arts was blue, Math was green, and suspension rate was blue.
>
> With the exception of the socioeconomically disadvantaged subgroup, all subgroups of 30 or less (non-numerically significant) and more than 10 students increased their English Language Arts scores. The subgroups are the socioeconomically disadvantaged, special education, white, and Native American.

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

GREATEST NEEDS

> While not numerically significant, the special education, socioeconomically disadvantaged, and Native American subgroups contain more than 10 students and declined significantly in math.
>
> Greater focus around student discipline remains a need. Implementation and communication of clear, consistent consequences in this area has been expressed by community members and parents of Diamond Valley Elementary School students.
>
> Close achievement gap between identified at-risk student subgroups.

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

PERFORMANCE GAPS

> Gaps still exist between the white subgroup and the special education, socioeconomically disadvantaged, and Native American subgroups in both ELA and Math.
>
> While the achievement gaps have decreased slightly for special education, socioeconomically disadvantaged, and Native American subgroups in ELA, they have increased slightly for Math which will be an area of focus for the 2017-18 school year.

INCREASED OR IMPROVED SERVICES

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

Implement a high quality, structured English Language Arts and Math program for the preschool. Increase attention to the infant center and monitor implementation of quality child care initiatives. This will serve to close the achievement gap as early as possible in a student's life. Currently the County Office of Education is exploring different curricula, not excluding digital options.

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

BUDGET SUMMARY

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

Alpine County Unified School District

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals			2017-18 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	1,841,772.00	0.00	1,841,772.00	1,841,792.00	0.00	1,841,792.00	0.0%
2) Federal Revenue		8100-8299	357,395.00	93,836.00	451,231.00	281,184.00	92,784.00	373,968.00	-17.1%
3) Other State Revenue		8300-8599	30,154.00	172,885.00	203,039.00	13,282.00	172,885.00	186,167.00	-8.3%
4) Other Local Revenue		8600-8799	110,197.00	74,045.00	184,242.00	110,197.00	53,665.00	163,862.00	-11.1%
5) TOTAL, REVENUES			2,339,518.00	340,766.00	2,680,284.00	2,246,455.00	319,334.00	2,565,789.00	-4.3%

Alpine County Office of Education

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals			2017-18 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	787,200.00	0.00	787,200.00	781,809.00	0.00	781,809.00	-0.7%
2) Federal Revenue		8100-8299	0.00	10,000.00	10,000.00	0.00	10,000.00	10,000.00	0.0%
3) Other State Revenue		8300-8599	14,317.00	76,474.00	90,791.00	6,975.00	38,974.00	45,949.00	-49.4%
4) Other Local Revenue		8600-8799	98,152.00	0.00	98,152.00	98,152.00	0.00	98,152.00	0.0%
5) TOTAL, REVENUES			899,669.00	86,474.00	986,143.00	886,936.00	48,974.00	935,910.00	-5.1%

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$2,823,932 (ACUSD) $229,328 (ACOE)
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$2,567,329 (ACUSD) $187,523 (ACOE)

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 following figures are rough estimates. These amounts will be replaced by the actual amounts in the final LCAP.

The general fund revenue for the Alpine County Unified School District (ACUSD) for the 2017-18 school year is:

$ $2,246,455 (unrestricted).

The total amount of this general fund allocated to ACUSD LCAP actions and services is: $1,841,792
The total amount of the ACUSD general fund not allocated to actions and services is $0.
This amount not allocated to ACUSD LCAP actions and services would be allocated for routine maintenance and minimum staffing requirements.

The total projected LCFF ACUSD revenue for the 2017-18 school year for the ACUSD is: $1,841,792

.

The general fund revenue for the Alpine County Office of Education (ACOE) for the 2017-18 school year is:

$886,936 (unrestricted)..

The total amount of this general fund allocated to ACOE LCAP actions and services is: $781,809.
The total amount of the ACOE general fund not allocated to actions and services is: $82,557.
This amount not allocated to ACOE LCAP actions and services is allocated for professional development, Identifying students identifying students who are not performing at grade level and attaining a diploma, support the Early Learning Problem. The total projected LCFF ACOE revenue for the 2017-18 school year for the ACUSD is: $ $781,809.

$1,841,792 (ACUSD) $781,809. (ACOE)	Total Projected LCFF Revenues for LCAP Year

Annual Update

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

State and/or Local Priorities Addressed by this goal:

STATE ☑1 ☑2 ☐3 ☐4 ☐5 ☐6 ☑7 ☐8

COE ☑9 ☑10

LOCAL _____

ACUSD ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

ACTUAL

A. All teachers were fully credentialed and properly assigned.

EXPECTED

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

ACTUAL

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

7), and Glencoe/McGraw Hill (8)

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

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

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

D. All teachers have identified professional development goals in coordination with site administration. All teachers are making progress toward completing their professional development goals successfully.

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

E. All subjects are taught by appropriately credentialed teachers.

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

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

ACOE ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

ACTUAL

A. All materials used, including those used for credit recovery and online, are aligned to the state standards for each subject. Materials were made available when students were enrolled in the county school.

EXPECTED

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

ACTUAL

B. All teachers were fully credentialed and were properly assigned when students were enrolled in the county school.

EXPECTED

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

ACTUAL

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

EXPECTED

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

ACTUAL

D. Teachers participated in professional development that is aligned to the California state standards throughout the school year. The professional development focused upon the materials used when students were enrolled in the county school.

EXPECTED

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

ACTUAL

E. The transitory nature of the student enrolled in the alternative school did not allow for a student needs assessment to be performed this year. Student needs will be examined and a variety of courses will be

	identified to help students meet their educational goals when students enroll in the county school.

EXPECTED	**ACTUAL**
F. Participation in the Student Study Team (SST) process for identifying at risk students and options for services. (Priority 9)	F. The Student Study Team (SST) process is available for staff members and/or parents/guardians to utilize in an effort to identify students at risk.

EXPECTED	**ACTUAL**
G. All expelled youth graduate are on track to graduate. (Priority 9)	G. There are currently no expelled students enrolled in Alpine County Unified School District. However, if an expelled student does enroll in the district, procedures are in place to facilitate their graduation.

EXPECTED	**ACTUAL**
H. All state identified foster youth, if we get identified foster youth, as well as all foster youth that for whatever reason were not stated identified, are on track to graduate as measured by enrollment in appropriate coursework. (Priority 10)	H. At this time, there are no students enrolled in the Alpine County Office of Education Opportunity School.

ACUSD/ACOE ACTIONS/SERVICES

Action **1**

Actions/Services

PLANNED	ACTUAL
ACUSD 1.1 Ensure all teachers are appropriately authorized per the requirements of the California Commission on Teacher Credentialing, to teach all courses needed but not yet offered by the District	ACUSD 1.1 All teachers are appropriately authorized to teach all needed courses. There is a process in place to financially support teachers as they complete Common Core State Standards (CCSS) online modules. The Human Resources department conducts a monthly review of

	financially supporting classes for teachers or exams in order for them to obtain required qualifications. ~~Ensure all teachers are appropriately authorized per the requirements of the California Commission on Teacher Credentialing, to teach all needed courses needed~~by but not yet offered by the District financially supporting classes for teachers or exams in order for them to ~~demonstrate~~ obtain required qualifications. (Priority 1)	certificated employee credentials including subject type, additional authorizations, and expiration dates. Credentialed employees are informed of pending expiration dates and any additional requirements for authorizations.
Expenditures	BUDGETED ACUSD 1.1 $4,000	ESTIMATED ACTUAL ACUSD 1.1

Actions/Services	PLANNED ACOE 1.1 Purchase adopted materials for students and subscriptions to online credit recovery services that are all standards aligned. (Priority 1)	ACTUAL ACOE 1.1 All materials used, including those used for credit recovery and online, are aligned to the state standards for each subject. Materials were purchased and made available when students were enrolled in the county school.
Expenditures	BUDGETED ACOE 1.1 $1,660	ESTIMATED ACTUAL ACOE 1.1

Actions/Services	PLANNED ACUSD 1.2 a. Provide textbooks and ~~R~~ replenish consumable adopted materials for students in ~~ELA and Math~~ academic subjects. 1.2 b. Consider subscribing to standards-aligned online age~~/~~, grade, and accelerated courses for all students. (Priority 1)	ACTUAL ACUSD 1.2 All consumable adopted materials for ELA and Math have been purchased for students. In addition, standards-aligned online age/grade accelerated courses have been utilized for identified advanced learners.
Expenditures	BUDGETED ACUSD 1.2 $8,000	ESTIMATED ACTUAL ACUSD 1.2

Actions/Services	PLANNED ACOE 1.2 Ensure all teachers are appropriately authorized to teach all needed courses by financially supporting classes for teachers or exams in order for them to demonstrate required qualifications. (Priority 1)	ACTUAL ACOE 1.2 All teachers were fully credentialed and were properly assigned when students were enrolled in the county school. Teachers did not request funding for courses nor exams to demonstrate required qualifications during the 2016-2017 school year.
Expenditures	BUDGETED ACOE 1.2 $1,000	ESTIMATED ACTUAL ACOE 1.2

Actions/Services	**PLANNED** ACUSD/ACOE 1.3 Fully implement a work order process and routine system for identifying structures in need of repair and cleaning in order to keep the physical plant healthy, safe, and inviting. For example heating, cooling, ventilation, drink water temperature, alternative drinking water solutions, and bathroom facilities. Consideration of a paperless hand washing restroom system, touchless faucets, and automatic flush toilets. Facilities Advisory Committee formed in May 2016 to create a Master Facilities Plan and prioritized completion of critical projects. (Priority 1)	**ACTUAL** ACUSD/ACOE 1.3 The existing work order process has been updated from previous years to increase efficiency. The Facilities Advisory Committee was formed in May 2016 with the focus of developing a Master Facilities Plan and prioritizing the completion of critical projects.
Expenditures	**BUDGETED** ACUSD/ACOE 1.3 $0	**ESTIMATED ACTUAL** ACUSD/ACOE 1.3

Actions/Services	**PLANNED** ACUSD/ACOE 1.4 ~~Encourage teachers to review student achievement when determining appropriate professional development.~~ Based on teacher input, student achievement, and other areas of need; ~~T~~ teachers will be provided professional development (workshops, coaching) ~~based on student achievement and areas of need~~. (Priority 2)	**ACTUAL** ACUSD/ACOE 1.4 Teachers were provided professional development based upon student achievement and identified areas of need. Some of these needs included effective access and utilization of the adopted curriculum, academic support, and utilization of the PBIS to support behavioral needs. Teachers received these trainings before school started and at various times throughout the school year while students were enrolled in the district/county schools.
Expenditures	**BUDGETED** ACUSD/ACOE 1.4 $0	**ESTIMATED ACTUAL** ACUSD/ACOE 1.4

Actions/Services	**PLANNED** ACUSD/ACOE 1.5 Support the services of the teacher to develop ~~individual course pathways~~ learning plans leading to students' success toward accomplishing their goals. See Diamond Valley Elementary School Single Plan for Student Achievement for details. (Priority 7)	**ACTUAL** ACUSD/ACOE 1.5 Teachers in the district's school identified students and developed an individualized student plan, in coordination with the student's parents/guardians. The lack of students enrolled in the Community Day School prevented individualized student plans from being developed. However, there is a procedure in place to develop these plans upon a student enrolling in the school. Principal ensured each plan was implemented by reviewing each student's plan and provided guidance and support as needed.
Expenditures	**BUDGETED** ACUSD/ACOE 1.5 $3,000	**ESTIMATED ACTUAL** ACUSD/ACOE 1.5

	PLANNED	ACTUAL
Actions/Services	ACUSD 1.6 Provide credential options offered by Commission on Teacher Credentialing for misassigned teachers. (Priority 1)	ACUSD 1.6 All teachers were properly assigned.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	ACUSD 1.6 $3,306	ACUSD 1.6

	PLANNED	ACTUAL
Actions/Services	ACOE 1.6 Ensure a Student Study Team (SST) is established and implemented toward the success of all students identified as having difficulties in attaining individual goals and a diploma. (Priority 9)	ACOE 1.6 The Student Study Team (SST) process is available for staff members and/or parents/guardians to utilize in an effort to identify students at risk.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	ACOE 1.6 $0	ACOE 1.6

	PLANNED	ACTUAL
Actions/Services	ACUSD 1.7 Use the Facility Inspection Tool (FIT) with Business Manager, Operations & Transportation Supervisor, community representative(s), and/or Principal/ Superintendent. Ensure existing heating and ventilation systems are functioning properly. Ensure restrooms are upgraded if it is determined they are not to County codes or industry standards. Address airflow concerns with new established Facilities Advisory Committee. Establish regular bathroom cleaning routine, for example hourly. (Priority 1)	ACUSD 1.7 The annual facilities inspections are scheduled to be reviewed in the Spring of 2017. The existing heating and ventilation system has been modernized and is functioning properly. Alpine County Unified School District hired an architect to perform a preliminary evaluation of the existing buildings. The architect's report was forwarded to the Facilities Advisory Committee and the school board for review and prioritization of recommendations.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	ACUSD 1.7 $100,000	ACUSD 1.7

	PLANNED	ACTUAL
Actions/Services	ACOE 1.7 Ensure the SST process is used whenever a student is expelled in order to ensure the continued education of the pupil as seamlessly as possible. (Priority 10)	ACOE 1.7 There is a Student Study Team (SST) process in place and ready to be used upon notification of an incoming expelled student.

Expenditures	**BUDGETED** ACOE 1.7 $0	**ESTIMATED ACTUAL** ACOE 1.7

Actions/Services	**PLANNED** ACUSD 1.8 For 17/18 1.8 Fully implement English Language Arts (ELA) and math adopted Common Core State Standard (CCSS) curriculum. Consider implementation of supplementary CCSS ELA materials (Standards Plus) and determine if still needed. For 17/18 1.9 Provide parent/guardian education to support the academic achievement of DVE and CDS students through training provided after school 4 times per year, respectively, at Woodfords Indian Education Center and at Diamond Valley Elementary at "Parents Go Back to School Nights" on assisting their students with the adopted ELA and Math materials (Priority 1)	**ACTUAL** ACUSD 1.8 The daily schedule ensures sufficient instructional minutes for all grades. In addition, sufficient instructional materials have been provided to the teaching staff to ensure curricular fidelity. Finally, there is an appropriate number of teaching staff to implement curriculum. On March 2, 2017 Diamond Valley Elementary held a Parent Participation Night where guidelines on how parents can provide academic support in the areas of mathematics and English Language Arts were provided. Parent Participation Night for CDS was not scheduled due to zero enrollment.
Expenditures	**BUDGETED** ACUSD 1.8 $40,000	**ESTIMATED ACTUAL** ACUSD 1.8

Actions/Services	**PLANNED** ACOE 1.8 Maintain awareness that the school could acquire a Foster Youth and maintain preparedness to use existing County agencies and resources to address specific needs. (Priority 10)	**ACTUAL** ACOE 1.8 The County Office of Education is in communication with local county and tribal agencies regarding Foster Youth and is prepared to use available local resources to address specific Foster Youth needs. The small student body and frequent communications with local county and tribal agencies help facilitate and maintain awareness about the potential of foster youth enrollment. These frequent communications also allow for a faster response to youth needs.
Expenditures	**BUDGETED** ACOE 1.8 $10,349	**ESTIMATED ACTUAL** ACOE 1.8

Actions/Services	**PLANNED** ACUSD 1.9 Ensure appropriate schedule exists to include sufficient instructional minutes for all grades. Ensure adequate instructional materials are purchased for each subject. Ensure appropriate teaching staff exists to implement curriculum. Focus on continuing Physical Education program. Ensure schedule for all subjects includes recommended instructional minutes per the state's	**ACTUAL** ACUSD 1.9 Sufficient minutes existed for all subjects including the Physical Education requirement. All required courses of study were taught by appropriately credentialed teachers. Physical Education courses were taught by self-contained teachers in a group setting.

	frameworks for these subjects. (Priority 1)	
Expenditures	BUDGETED ACUSD 1.9 $0	ESTIMATED ACTUAL ACUSD 1.9

Actions/Services	PLANNED ACOE 1.9 The Superintendent will ensure school academic records are shared with the county child welfare agency and clearly communicate with educators of these students to limit changes in school placement. (Priority 10)	ACTUAL ACOE 1.9 The Superintendent will communicate with the county child welfare agency upon the discovery of the enrollment of a student the agency is aware of. This is in an effort to limit the effects that may occur with changing school placements. The information will be passed to the educators of these students to limit further limit the impact that changing schools can cause. At this time, there are no students currently enrolled in the county school.
Expenditures	BUDGETED ACOE 1.9 $0	ESTIMATED ACTUAL ACOE 1.9

Actions/Services	PLANNED ACUSD 1.10 Employ appropriate staff and acquire adequate materials to provide an engaging academic program for all students enrolled in the Community Day School. (Priority 1)	ACTUAL ACUSD 1.10 All employees hired and/or assigned to support students in the Community Day School met required job description qualifications and credential requirements.
Expenditures	BUDGETED ACUSD 1.10 $43,847	ESTIMATED ACTUAL ACUSD 1.10

Actions/Services	PLANNED ACOE 1.10 The Superintendent will immediately respond to requests for information from the juvenile court system to ensure delivery and coordination of needed services. (Priority 10)	ACTUAL ACOE 1.10 The Superintendent will immediately respond to requests for information from the juvenile court system. This helps facilitate the delivery and coordination of needed services. At this time, there are no students currently enrolled in the county school.
Expenditures	BUDGETED ACOE 1.10 $0	ESTIMATED ACTUAL ACOE 1.10

Actions/Services	PLANNED ACUSD 1.11 Fund and maintain teaching staff levels so that straight grades are available for all students in ELA and math, and instruction is offered in all areas of required	ACTUAL ACUSD 1.11 Straight grades for all K-8th grade ELA and Math students have been maintained for the 2016-17 school year.

	study. (Priority 1)	
Expenditures	BUDGETED ACUSD 1.11 $716,821	ESTIMATED ACTUAL ACUSD 1.11
Actions/Services	PLANNED ACOE 1.11 The Superintendent will develop an efficient and expeditious process for transferring health and education records and the health and education passport. (Priority 10)	ACTUAL ACOE 1.11 The Superintendent is in the process of developing an efficient and expeditious procedure for transferring health and education records in conjunction with the health and education passport. The Superintendent anticipates the development to be completed by the end of the 2017/18 school year. (Priority 10)
Expenditures	BUDGETED ACOE 1.11 $0	ESTIMATED ACTUAL ACOE 1.11
Actions/Services	PLANNED ACUSD 1.12. Provide professional development and resources for teachers to fully implement Common Core State Standard adopted materials. Including instructional focus on differentiated instruction to meet the needs of all students. This will include attending all mandatory trainings. All students are provided state mandated exams and participation targets are met. (Priority 2)	ACTUAL ACUSD 1.12 Professional development has been provided to all teachers. The main focus of the training has been in the areas of implementation of the Common Core State Standards adopted materials, supplementary support materials, and differentiation of instruction.
Expenditures	BUDGETED ACUSD 1.12 $4,000	ESTIMATED ACTUAL ACUSD 1.12
Actions/Services	PLANNED ACUSD 1.13 Provide sufficient technology and staff to implement and maintain technology so that students can use technology as an instructional tool to increase performance within the required courses of study. (Priority 7)	ACTUAL ACUSD 1.13 Technology and staff have been provided to students as an instructional tool in an effort to increase performance within the required courses of study.
Expenditures	BUDGETED ACUSD 1.13 $181,719	ESTIMATED ACTUAL ACUSD 1.13

Actions/Services	PLANNED ACUSD 1.14 Support a Facilities Advisory Committee comprised of Board representatives and community members to analyze District owned buildings, establish a framework for the District to assess and define facility needs, and prioritize facility development and improvements. (Priority 1)	ACTUAL ACUSD 1.14 The Facilities Advisory Committee was formed in May 2016 per LCAP planned action item 1.14. The focus of the committee has been to develop a Master Facilities Plan. In addition, Alpine County Unified School District hired an architect to perform a preliminary evaluation of the existing buildings. The architect's report was forwarded to the Facilities Advisory Committee and the school board for review and prioritization of recommendations.
Expenditures	BUDGETED ACUSD 1.14 $0	ESTIMATED ACTUAL ACUSD 1.14
Actions/Services	PLANNED ACUSD 1.15 Expand one-to-one Chromebook fulfillment to grades K-3 to support implementing ELA and math. (Priority 7)	ACTUAL ACUSD 1.15 All students K-8th grade are now at a one-to-one ratio with Chromebooks.
Expenditures	BUDGETED ACUSD 1.15 $1,200	ESTIMATED ACTUAL ACUSD 1.15
Actions/Services	PLANNED ACUSD 1.16 Survey instructional staff via email, by handouts, and during staff meetings regarding what professional development they would like as a group and individually with respect to implementing instructional technology. Provide professional development in consideration of the staff survey results using district technology staff during collaboration meetings to address staff survey results. This includes Promethean boards. (Priority 7)	ACTUAL ACUSD 1.16 The instructional staff was surveyed regarding professional development needs for the implementation of instructional technology. Some staff identified professional development needs included the utilizations of Google Classroom and Promethean Boards. Teachers with proficient skills in identified areas and district technology staff have provided professional development during collaboration to address staff survey results.
Expenditures	BUDGETED ACUSD 1.16 $1,000	ESTIMATED ACTUAL ACUSD 1.16
Actions/Services	PLANNED ACUSD 1.17/ACOE 1.12 Alpine County resident students will be given the opportunity to choose a traditional, comprehensive high school to attend including Douglas High School in the Douglas County School District, Nevada; South Tahoe High School in the Lake Tahoe Unified School District, El Dorado county, CA; and the Bret Harte High	ACTUAL ACUSD 1.17/ACOE 1.12 Alpine County resident students continue to be given the opportunity to attend a traditional, comprehensive high school in neighboring counties. These high schools include: Douglas High School in the Douglas County School District, Nevada; South Tahoe High School in the Lake Tahoe Unified School District, El Dorado County, CA; and the Bret Harte High School in the Bret Harte

	School in the Bret Harte Union High School District, Calaveras County, CA.	Union High School District, Calaveras County, CA
Expenditures	**BUDGETED** ACUSD 1.17/ACOE 1.12 $369,527	**ESTIMATED ACTUAL** ACUSD 1.17/ACOE 1.12

Actions/Services	**PLANNED** ACUSD 1.18 Ensure collaboration time follows state guidelines (as outlined in the Commission on Teacher Credentialing (CTC) California Standards for the Teaching Profession) allowing teachers to collaborate surrounding student achievement results to formulate interventions and ensure that all students' diverse learning needs are met. The Single Plan for Student Achievement includes some suggestions for topics during collaboration times.	**ACTUAL** ACUSD 1.18 Teacher collaboration time follows the state guidelines (as outlined in the Commission on Teacher Credentialing California Standards for the Teaching Profession). Teachers collaborate on a number of topics including: student achievement results, identifying appropriate interventions and supports, professional development, and areas of concern that help ensure all students' diverse learning needs are met.
Expenditures	**BUDGETED** ACUSD 1.18 $0	**ESTIMATED ACTUAL** ACUSD 1.18

ACUSD/ACOE Actions/Services

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Alpine County Unified School District and the Alpine County Office of Education have effectively implemented the actions and services articulated in the LCAP for Goal 1 with a few exceptions, e.g. 1.11 and 1.14. The Alpine County Opportunity School and the District Secondary Community Day School have no students enrolled in either school at this time.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The overall actions and services used to achieve the articulated goal are deemed to be helpful in ensuring that all students have complete access to a broad series of standards-aligned course. The LCFF Evaluation Rubric for Alpine County Unified School District indicates an overall Blue rating for English Language Arts and a Green rating for Mathematics. There are some area for growth in the socioeconomically disadvantaged, special education students, and Native American subgroups, especially in the area of Mathematics. Moving forward, additional focus will be placed on actions and services deemed necessary to assist identified sub-groups make significant growth in both the English Language Arts and Mathematic portions of the Academic Indicators of the LCFF Evaluation Rubric.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	The ACUSD and ACOE merged their respective LCAPs into one document due to the District and County being coterminous and a combined administration. Following are the changes made to all sections of Goal 1 for the District and County: • Goal 1 for each LEA was combined and goal language identifying unduplicated students was removed • Comparable actions and services were consolidated • Previously identified needs that have been met were omitted • Metrics were aligned to identified needs

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5 ☐ 6 ☐ 7 ☑ 8

COE ☑ 9 ☑ 10

LOCAL _____

ACUSD ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

ACTUAL

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

EXPECTED

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

ACTUAL

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

EXPECTED

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

ACTUAL

C. Students have met the new accountability system requirements as established by the California Department of Education. The California Dashboard indicated students at Diamond Valley Elementary are in the blue performance level for English Language Arts and the green performance level for math. In addition, the suspension rate at Diamond Valley Elementary is significantly below the state average and is designated at the blue performance level.

	The California Dashboard does not currently rate chronic absenteeism. However, Diamond Valley Elementary School currently has an average daily attendance rate of 95.97%, a 0.42% increase over the last three-year average.

EXPECTED

ACTUAL

D. Prepare students to enroll in college or enter a career upon graduation from the Community Day School (CDS). (Priority 4)	D. There have been no students enrolled in the Secondary Community Day School program this school year.

EXPECTED

ACTUAL

E. Increased readiness rates on Early Assessment Program (EAP) assessments in CDS. (Priority 4)	E. There have been no students enrolled in the Secondary Community Day School program this school year.

EXPECTED

ACTUAL

F. Establishment of appropriate K-8 and 9-12 CDS CTE programs or equivalent. (Priority 8)	F. Due to a lack of student enrollment, it was not possible to survey student interests. These interests would have been the basis for the development of a CTE program. As a result, there is no CTE program established at this time.

EXPECTED

ACTUAL

G. Create plan for becoming accredited. (Priority 8)	G. The Western Association of Schools and Colleges (WASC) accreditation process has been initiated. In September 2016, the paperwork needed to start the accreditation process was submitted to WASC. The WASC initial visit school description report was sent to WASC in December and the initial visit was scheduled for April 2017. The lack of student enrollment in April prevented the initial visit from occurring. WASC has agreed to revisit the accreditation of the Community Day School and Opportunity School upon the cumulative

	enrollment of six students.

EXPECTED

ACTUAL

H. Implementation of one teacher in ELA and Math for every grade level, K-6. Implementation of one teacher in each subject for Art, Music, and Sports; K-8. (Priority 8)	H. Each grade level (K-8) ELA and Math course has an appropriately credentialed teacher assigned to teach the curriculum. The Visual and Performing Arts program is led by an appropriately credentialed teacher. The sports program is coordinated by the site administrator.

ACOE ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

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

A. No students took state required assessments during the 2016-17 school year due to a lack of students enrolled in countythe school.

EXPECTED

ACTUAL

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

B. No students took state required assessments during the 2016-17 school year due to a lack of students enrolled in the school. The lack of students enrolled in the Opportunity School prevents the suspension rate, average attendance rate, and graduation rate from being a reliable metric at this time.

EXPECTED

ACTUAL

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

C. There are no students currently enrolled in the Opportunity School.

EXPECTED

ACTUAL

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

D. No students took state required assessments during the 2016-17 school year due to a lack of students enrolled in the school.

EXPECTED

ACTUAL

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

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

EXPECTED	ACTUAL
F. Create plan for becoming accredited. (Priority 8)	F. The WASC accreditation process has been initiated. In September 2016, the paperwork needed to start the accreditation process was submitted to WASC. The WASC initial visit school description report was sent to WASC in December and the initial visit was scheduled for April 2017. The lack of student enrollment in April prevented the initial visit from occurring. WASC has agreed to revisit the accreditation of the Community Day School and Opportunity School upon the cumulative enrollment of six students.

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

ACUSD/ACOE ACTIONS/SERVICES

Action

2

Actions/Services

PLANNED	ACTUAL
ACUSD/ACOE 2.1 Focus instruction on standards-aligned adopted materials reviewing student performance data to determine how instruction can be adapted to increase individual student performance. Provide parent/ guardian education after school 4 times per year at Woodfords Indian Education Center and at Diamond Valley Elementary at "Parents In School Nights," respectively, to support the academic achievement of DVE and CDS students. Parental partnerships are also included in the Single Plan for Student Achievement (SPSA). (Priority 4)	ACUSD/ACOE 2.1 Classroom instruction has been focused on the standards-aligned, district-adopted materials. Student performance data is utilized to help shape and inform student instruction. Parents/guardians of Diamond Valley Elementary School students were provided an opportunity to attend a Parent Participation Night on March 2, 2017. The breakout sessions included a variety of academic and social topics. Parents are involved in the development of the Single Plan for Student Achievement and the School Site Council.

Expenditures	BUDGETED ACUSD/ACOE 2.1 $	ESTIMATED ACTUAL ACUSD/ACOE 2.1

Actions/Services	PLANNED ACUSD/ACOE 2.2 Identify students not performing at grade level and develop an intervention program to tailor instruction toward increasing their performance (Priority 4)	ACTUAL ACUSD/ACOE 2.2 Students performing below grade level expectations have been identified. Interventions and supports have been developed to help the identified students accelerate toward grade level mastery.
Expenditures	BUDGETED ACUSD/ACOE 2.2 $0	ESTIMATED ACTUAL ACUSD/ACOE 2.2

Actions/Services	PLANNED ACUSD/ACOE 2.3 Teacher ensures students are taking and completing appropriate courses to meet their educational goals. (Priority 4)	ACTUAL ACUSD/ACOE 2.3 Teacher ensures students are taking and completing appropriate courses to meet their educational goals. Students are accelerated into the next grade level in academic areas as needed.
Expenditures	BUDGETED ACUSD/ACOE 2.3 $0	ESTIMATED ACTUAL ACUSD/ACOE 2.3

Actions/Services	PLANNED ACUSD/ACOE 2.4 Ensure students choosing to enter college upon graduation take appropriate coursework to meet entrance requirements for the Cal State University and University of California system. (Priority 4)	ACTUAL ACUSD/ACOE 2.4 Due to a lack of student enrollment, student pathways were not developed this year. However, there is a process to determine the student's postsecondary goals and develop a customized educational plan to help them meet their goals.
Expenditures	BUDGETED ACUSD/ACOE 2.4 $0	ESTIMATED ACTUAL ACUSD/ACOE 2.4

Actions/Services	PLANNED ACUSD/ACOE 2.5 Ensure students choosing to enter college take Early Assessment Program (EAP) Assessments. Employ use of counseling services for this. (Priority 4)	ACTUAL ACUSD/ACOE 2.5 No students took state required assessments during the 2016-17 school year due to a lack of student enrollment. However, there is a procedure in place to ensure enrolled students take the EAP assessments.
Expenditures	BUDGETED ACUSD/ACOE 2.5 $68,991	ESTIMATED ACTUAL ACUSD/ACOE 2.5

Actions/Services	PLANNED ACUSD/ACOE 2.6 Ensure teacher has sufficient resources to support students' college readiness. Employ substitutes as needed. (Priority 4)	ACTUAL ACUSD/ACOE 2.6 Sufficient resources are in place to assist the teacher in supporting students' college readiness.
Expenditures	BUDGETED ACUSD/ACOE 2.6 $0	ESTIMATED ACTUAL ACUSD/ACOE 2.6

Actions/Services	PLANNED ACUSD/ACOE 2.7 Ensure staff has sufficient time to develop a Career Technical Education program for students seeking to enter a career upon graduation. (Priority 8)	ACTUAL ACUSD/ACOE 2.7 Due to a lack of student enrollment in the Community Day School, it was not possible to survey student interests. These interests would have been the basis for the development of a CTE program. As a result, there is no CTE program established at this time.
Expenditures	BUDGETED ACUSD/ACOE 2.7 $0	ESTIMATED ACTUAL ACUSD/ACOE 2.7

Actions/Services	PLANNED ACUSD/ACOE 2.8 Staff participates in accreditation process. (Priority 8)	ACTUAL ACUSD/ACOE 2.8 In September 2016, staff completed the paperwork needed to start the accreditation process and submitted it to WASC. In addition, staff completed the WASC initial visit school description report and submitted it to WASC in December. The initial visit was scheduled for April 2017. The lack of student enrollment in April prevented the initial visit from occurring. WASC has agreed to revisit the accreditation of the Community Day School and Opportunity School upon the cumulative enrollment of six students.
Expenditures	BUDGETED ACUSD/ACOE 2.8 $1,200	ESTIMATED ACTUAL ACUSD/ACOE 2.8

Actions/Services	PLANNED ACUSD 2.9 Apply for accreditation. (Priority 8)	ACTUAL ACUSD 2.9 The WASC accreditation process has been initiated. In September 2016, the paperwork needed to start the accreditation process was submitted to WASC. In addition, staff completed the WASC initial visit school description report and submitted it to WASC in December. The initial visit was scheduled for April 2017. The lack of student enrollment in April prevented the initial visit from occurring. WASC has agreed to revisit the accreditation of the Community Day School and Opportunity School upon the cumulative enrollment of six students.

Expenditures	BUDGETED ACUSD 2.9 $1,500	ESTIMATED ACTUAL ACUSD 2.9

Actions/Services	PLANNED ACOE 2.9 Expand Early Learning program to include all Alpine county residents from zero to five years of age. This includes adjusting staffing levels and relocation to a larger facility (Foothill Road site). (Priority 8)	ACTUAL ACOE 2.9 The Early Learning Center has relocated to a larger facility. The program has expanded to offer the opportunity for all Alpine county residents from ages zero to five years to enroll.
Expenditures	BUDGETED ACOE 2.9 $282,104	ESTIMATED ACTUAL ACOE 2.9

Actions/Services	PLANNED ACUSD 2.10 Teachers use a variety of formative and summative assessment tools, independent of state standardized tests, to meet the educational needs of their students. (Priority 4)	ACTUAL ACUSD 2.10 Teachers used a variety of formative and summative assessment tools including, but not limited to, state standardized tests, to help tailor instruction to meet the educational needs of their students.
Expenditures	BUDGETED ACUSD 2.10 $1,000	ESTIMATED ACTUAL ACUSD 2.10

Actions/Services	PLANNED ACUSD 2.11 Align instruction to increase student performance on Early Assessment Program (EAP) exams per state guidelines. Encourage participation of 11th graders in these exams. (Priority 4)	ACTUAL ACUSD 2.11 Due to a lack of student enrollment in the Community Day School, this action step was not taken this school year. However, instruction will be aligned to improve student performance on Early Assessment Program (EAP) exams per state guidelines. In addition, future 11th grade students will be encouraged to take these exams.
Expenditures	BUDGETED ACUSD 2.11 $0	ESTIMATED ACTUAL ACUSD 2.11

Actions/Services	PLANNED ACUSD 2.12 Teachers utilize available information so they are able to create SMART (Strategic Measurable Attainable Results oriented and Time bound) and identify strategies to increase student achievement for individuals and groups of individual students. (Priority 4)	ACTUAL ACUSD 2.12 Teachers utilized a variety of information to develop individualized goals for their students. SMART (Strategic Measurable Attainable Results oriented and Time bound) goals have been further utilized. Teachers have also identified and implemented strategies designed to increase student achievement.
Expenditures	BUDGETED ACUSD 2.12 $0	ESTIMATED ACTUAL ACUSD 2.12

Actions/Services	**PLANNED** ACUSD 2.13 Employ an instructional support staff to assist teachers and other certificated staff toward meeting student performance objectives. (Priority 4)	**ACTUAL** ACUSD 2.13 An Instructional Assistant was hired to assist the 7/8 grade teacher at the beginning of the school year. Subsequently, the Instructional Assistant was hired as an 8th grade teacher when it was determined that splitting the 7/8 grade class would be in the best educational interests of the students.
Expenditures	**BUDGETED** ACUSD 2.13 $80,101	**ESTIMATED ACTUAL** ACUSD 2.13
Actions/Services	**PLANNED** ACUSD 2.14 Provide teachers professional development to help them effectively use state resources, such as the digital library, and interpret assessment data to benefit student outcomes. (Priority 4)	**ACTUAL** ACUSD 2.14 Teachers have been provided professional development to help them effectively use state resources, such as the digital library, and interpret assessment data to benefit student outcomes.
Expenditures	**BUDGETED** ACUSD 2.14 $3,000	**ESTIMATED ACTUAL** ACUSD 2.14
Actions/Services	**PLANNED** ACUSD 2.15 District to provide professional development on the District's adopted core curriculum toward increasing student mastery on the state's required courses of study. (Priority 4)	**ACTUAL** ACUSD 2.15 The Alpine County Unified School District has provided professional development on the district's adopted core curriculum. The focus of this development has been to assist in developing both the teachers' and students' mastery within the state's required courses of study.
Expenditures	**BUDGETED** ACUSD 2.15 $21,265	**ESTIMATED ACTUAL** ACUSD 2.15
Actions/Services	**PLANNED** ACUSD 2.16 Maintain an appropriate after school program offering an academically enriching environment as required by the After School Education and Safety grant. (Priority 4)	**ACTUAL** ACUSD 2.16 The nutritional and recreational components of the Expanded Learning Program were implemented. The District is striving toward more effectively implementing the education and literacy element and the educational enrichment element of the ASES grant.
Expenditures	**BUDGETED** ACUSD 2.16 $50,000	**ESTIMATED ACTUAL** ACUSD 2.16

	PLANNED	ACTUAL
Actions/Services	ACUSD 2.17 Maintain VAPA program with certificated and classified staff. Explore the support of student clubs such as Math Team, Geocaching, Watershed, etc. (Priority 8)	ACUSD 2.17 A Visual and Performing Arts (VAPA) program has been maintained by both certificated and classified staff. The program has been supplemented by contracting with a Music Consultant specializing in instrument instruction.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	ACUSD 2.17 $50,131	ACUSD 2.17

	PLANNED	ACTUAL
Actions/Services	ACUSD 2.18 Maintain straight grades for the Common Core State Standards (CCSS) for ELA and Math in identified grade levels K-6. (Priority 8)	ACUSD 2.18 Straight grades for the Common Core State Standards (CCSS) for ELA and Math have been maintained in the identified grade levels K-8.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	ACUSD 2.18 $0	ACUSD 2.18

	PLANNED	ACTUAL
Actions/Services	ACUSD 2.19 Ensure sports program to include cross country, basketball, volleyball, and track and field. (Priority 8)	ACUSD 2.19 A sports program continued to be offered at Diamond Valley Elementary School this school year.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	ACUSD 2.19 $16,634	ACUSD 2.19

	PLANNED	ACTUAL
Actions/Services	ACUSD 2.20 In cooperation with the District Curriculum Council, identify potential project based learning opportunities in core curriculum where appropriate. (Priority 8)	ACUSD 2.20 The district's curriculum council discussed integration of project based learning opportunities at the beginning of the school year. Since that time, several classrooms have explored and implemented at least one project based learning opportunity this year including a Colonial America digital project, 21st Mission construction Minecraft project, and using an author study to rewrite a book using the author's style format.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	ACUSD 2.20 $0	ACUSD 2.20

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Alpine County Unified School District and the Alpine County Office of Education have effectively implemented the actions and services articulated in the LCAP for Goal 2. It is important to note the Alpine County Opportunity School and the District Secondary Community Day School have had no students enrolled in either program this year.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The overall actions and services used to achieve the articulated goal are deemed to be helpful in ensuring that all students have complete access to an academically rigorous standards-aligned and holistic curriculum. The LCFF Evaluation Rubric for Alpine County Unified School District indicates an overall Blue rating for English Language Arts and a Green rating for Mathematics. There are some areas for growth in the socioeconomically disadvantaged, students with disabilities, and Native American subgroups, especially in the area of Mathematics. Moving forward, additional focus will be placed on actions and services deemed necessary to assist identified subgroups make significant growth in both the English Language Arts and Mathematic portions of the Academic Indicators of the LCFF Evaluation Rubric. The Visual and Performing Arts (VAPA) program at Diamond Valley Elementary School continues to contribute toward a holistic education for all students.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	The ACUSD and ACOE merged their respective LCAPs into one document due to the District and County being coterminous and a combined administration. Following are the changes made to all sections of Goal 2 for the District and County: • Goal 2 for each LEA was combined and goal language identifying unduplicated students was removed • Comparable actions and services were consolidated • Previously identified needs that have been met were omitted • Metrics were aligned to identified needs

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☑ 3 ☐ 4 ☑ 5 ☑ 6 ☐ 7 ☐ 8

COE ☑ 9 ☑ 10

LOCAL _____

ACUSD Annual Measurable Outcomes

EXPECTED

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

ACTUAL

A. Staff continues to participate in the Parent Advisory Committee Meetings and the Alpine Parents Group. Parent/guardian input was gathered by staff and communicated to the Diamond Valley Elementary School principal. In addition, the Alpine County Unified School District superintendent was also informed of the input, when appropriate.

EXPECTED

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

ACTUAL

B. The implementation of Student Learning Plans for identified students and the Parent Participation Night have assisted in increasing parental involvement.

EXPECTED

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

ACTUAL

C. Student attendance rates have improved. The three-year average daily attendance was 95.55%. Diamond Valley Elementary School currently has an average daily attendance rate of 95.97%, a 0.42% increase over the last three-year average.

EXPECTED

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

ACTUAL

D. The Community Day School does not have any students currently enrolled. Therefore, we are unable to address these targets.

EXPECTED

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

ACTUAL

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

The results of the parent survey will be posted on the District/County website. The District will make efforts to obtain sufficient participation in the California Healthy Kids Checklist Survey and the California School Staff Survey in order to create a valid school climate report card.

EXPECTED

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

ACTUAL

F. The suspension and expulsion rates continue to be significantly below the state average. The suspension and expulsion rates are currently 0% for the 2016-17 school year.

EXPECTED	ACTUAL
G. Continued existence of the Student Study Team (SST) process for identifying at risk students and options for services. (Priority 6)	G. Staff members participate in the Student Study Team (SST) process.

EXPECTED	ACTUAL
H. Continuation of coordinated services support with community agency resources. (Priority 6)	H. The district continues to coordinate a variety of student services and resources with community agencies.

EXPECTED	ACTUAL
I. Increased referrals to programs, including County supported Primary Intervention Program (PIP) and Student Study Team. (Priority 5)	I. There has been an increased number of referrals to the Primary Intervention Program (PIP). The number of referrals to the Student Study Team (SST) remained the same as the 2015-16 school year.

ACOE ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
A. Increased staff participation in Parent Advisory Committee Meetings and Alpine County Parent Club meetings so that parents can provide input used for the decisions staff make. (Priority 3)	A. District staff (3) attended the Native American Parent Advisory Committee meetings in 2016-2017; this was a slight decrease from the previous year. The principal attended every Alpine Parents Group meeting and the superintendent attended a few. The previous year, a classified employee attended a few of the meetings. Therefore, there is no definitive measurable increase.

EXPECTED   **ACTUAL**

B. Increase parental involvement in supporting student learning and academic success. (Priority 3)	B. Parents are involved in their student's learning and academic success through direct contact with the school's staff.

EXPECTED   **ACTUAL**

C. Improved student attendance rates and reduce chronic absenteeism or above the state average. (Priority 5)	C. The Opportunity School does not have any students currently enrolled. Therefore, we are unable to address these targets.

EXPECTED   **ACTUAL**

D. Graduation rates, dropout rates, above state averages or, if state develops targets, meet targets. (Priority 5)	D. The 2015-16 graduation rate was above the state average. The 2015-16 dropout rate was below the state average. The Opportunity School does not currently have any students currently enrolled. Therefore, we are unable to address these targets for the 2016/17 school year.

EXPECTED   **ACTUAL**

E. Improve school safety and climate for students and staff as measured by School Safety and Climate Survey. Reduce number of suspensions and expulsions (Priority 6)	E. There were no suspensions during the 2015-16 and 2016-17 school years. At this time (3/16/17), there are no students enrolled in the Opportunity School which makes taking the School Safety and Climate Survey unattainable.

ACUSD/ACOE ACTIONS/SERVICES

	PLANNED	ACTUAL
Actions/Services	ACUSD/ACOE 3.1 Outreach to Parent Advisory Committee in the local Native American community to increase school involvement. (Priority 3)	ACUSD/ACOE 3.1 The Alpine County Unified School District and the Alpine County Office of Education have reached out to the local Native American community in an effort to increase involvement with the schools and the Parent Advisory Committee.

	ACOE 3.1 Establish regular meetings between the Superintendent, staff, and parents in the Native American Community including parent workshops regarding school programs such as the toddler/infant program, Opportunity School, and assessment (Priority 3)	<mark>ACOE 3.1</mark>
Expenditures	BUDGETED ACUSD/ACOE 3.1 $0	ESTIMATED ACTUAL ACUSD/ACOE 3.1

Actions/Services	PLANNED ACUSD/ACOE 3.2 Staff involvement in Alpine County Parent Club meetings in the local Native American Community as measured by sign in sheets. (Priority 3)	ACTUAL ACUSD/ACOE 3.2 Staff involvement in Alpine Parents Group meetings. (Priority 3)
Expenditures	BUDGETED ACUSD/ACOE 3.2 $0	ESTIMATED ACTUAL ACUSD/ACOE 3.2

Actions/Services	PLANNED ACUSD/ACOE 3.3 Staff provided sufficient time for meeting at the Native American community education center to meet with parents of students regarding academic success and goals. Employ substitutes as needed. (Priority 3)	ACTUAL ACUSD/ACOE 3.3 Staff is provided sufficient time to meet with the parents/guardians of students regarding academic success and goals at the Woodfords Indian Education Center.
Expenditures	BUDGETED ACUSD/ACOE 3.3 $300	ESTIMATED ACTUAL ACUSD/ACOE 3.3

Actions/Services	PLANNED ACUSD/ACOE 3.4 Ensure all district schools' attendance processes are followed for all students including phone calls home, attendance letters, and enlisting the support of other county agencies including Washoe Tribe Parole and Probation. (Priority 5)	ACTUAL ACUSD/ACOE 3.4 All of the district's schools' attendance processes are followed. This includes making phone calls home, sending attendance letters, and enlisting the support of other county agencies.
Expenditures	BUDGETED ACUSD/ACOE 3.4 $0	ESTIMATED ACTUAL ACUSD/ACOE 3.4

Actions/Services	PLANNED ACUSD/ACOE 3.5 Teachers provided sufficient time for meeting at the Native American community education center to meet with parents of students regarding academic	ACTUAL ACUSD/ACOE 3.5 Teachers are provided sufficient time to meet with the parents/guardians of students at the Woodfords Indian Education Center regarding academic success and goals.

	success and goals. (Priority 3)	
Expenditures	BUDGETED ACUSD/ACOE 3.5 $0	ESTIMATED ACTUAL ACUSD/ACOE 3.5
Actions/Services	PLANNED ACUSD/ACOE 3.6 Staff monitors each student's course pathway to ensure students are completing courses at a sufficient rate. (Priority 3)	ACTUAL ACUSD/ACOE 3.6 The lack of students enrolled in the Community Day School prevented individualized student plans from being developed. However, there is a procedure in place to develop these plans upon a student enrolling in the program.
Expenditures	BUDGETED ACUSD/ACOE 3.6 $0	ESTIMATED ACTUAL ACUSD/ACOE 3.6
Actions/Services	PLANNED ACUSD/ACOE 3.7 Monitor students enrolled in neighboring counties and state school districts and ensure they are progressing sufficiently, or are invited back to Alpine County alternative high school in order to graduate on time and not drop out. Staff reviews progress reports and transcripts. (Priority 5) Ensure all teachers, staff, administrators, and county personnel are trained and adhere to the PBIS framework. (Priority 6)	ACTUAL ACUSD/ACOE 3.7 Staff monitors the progress of students who attend neighboring counties and state school districts. If students are not sufficiently progressing they are invited back to the Alpine County Opportunity School in order to remain enrolled and graduate on time. Staff reviews student progress reports and transcripts. Teachers, staff, administrators, and county personnel are trained in and adhere to the PBIS framework. No applicable metric was identified.
Expenditures	BUDGETED ACUSD/ACOE 3.7 $0	ESTIMATED ACTUAL ACUSD/ACOE 3.7
Actions/Services	PLANNED ACUSD/ACOE 3.8 Positive Behavioral Interventions and Supports (PBIS) framework is implemented toward increasing behaviors consistent with learning. Educate parents/guardians on the PBIS framework. Continue staff development and support of PBIS framework. (Priority 6)	ACTUAL ACUSD/ACOE 3.8 The Positive Behavioral Interventions and Supports (PBIS) framework is implemented with the focus of increasing behaviors consistent with learning. Staff professional development has continued to increase the knowledge and usage of the PBIS system at district schools. Parent Participation Night included an opportunity for parents/guardians to become educated about the PBIS framework utilized at Diamond Valley Elementary School.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	ACUSD/ACOE 3.8 $25,445	ACUSD/ACOE 3.8

	PLANNED	ACTUAL
Actions/Services	ACUSD/ACOE 3.9 Parent input is sought and used in creating the Single Plan for Student Achievement (SPSA) through meetings with parent groups and through surveys. (Priority 3)	ACUSD/ACOE 3.9 The Diamond Valley Elementary School Site Council develops and approved the Single Plan for Student Achievement (SPSA). Half of the council's membership is composed of parents. In addition, parent/guardian input is sought through surveys and the results of the surveys are discussed in School Site Council meetings.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	ACUSD/ACOE 3.9 $0	ACUSD/ACOE 3.9

	PLANNED	ACTUAL
Actions/Services	ACOE 3.9 Ensure school counseling services are offered at Individualized Education Plan meetings. Create form for staff to use to refer students for school counseling services. (Priority 5)	ACOE 3.9 The school counseling services are offered at all individualized education plan meetings. A staff referral form for school counseling services is currently being developed. We anticipate the form development and implementation to be completed during the 2017/18 school year.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	ACOE 3.9 $0	ACOE 3.9

	PLANNED	ACTUAL
Actions/Services	ACUSD 3.10 Establish parent groups as needed so that students in all special programs are represented. Certificated staff members directing specialized programs; such as Music, Art, sports, Special Education, and Advanced Learners; reach out to parents/guardians of participating students to involve them in the students' activities. Committee leaders reach out to parents/guardians to involve them in school site and District committees. Daily student announcements are emailed to all parents/guardians. Review opportunities for parent involvement. (Priority 3)	ACUSD 3.10 Certificated staff members directing specialized programs; such as Music, Art, sports, Special Education, and Advanced Learners have reached out to parents/guardians of participating students to involve them in the students' activities. Various committee leaders have reached out to parents/guardians in order to increase involvement in school site and District committees. The Diamond Valley Elementary School daily announcements are emailed to parents/guardians.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	ACUSD 3.10 $0	ACUSD 3.10

	PLANNED	ACTUAL
Actions/Services	ACOE 3.10 Develop process for establishing a cultural liaison for Individualized Education Plan meetings between the Native American Community and school. (Priority 5)	ACOE 3.10 Cultural liaison not established.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	ACOE 3.10	ACOE 3.10

	PLANNED	ACTUAL
Actions/Services	ACUSD 3.11 Monitor current attendance system including family outreach and education regarding the importance of attendance and being on time to school, through the counselor and at "Back to School Night" and providing academic counseling. (Priority 5)	ACUSD 3.11 School staff monitors the student attendance system. Included in the system is family outreach, education regarding the importance of attendance and being on time to school, academic counseling through the counselor, and "Back to School Night" conversations.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	ACUSD 3.11 $0	ACUSD 3.11

	PLANNED	ACTUAL
Actions/Services	ACUSD 3.12 Administer the Positive Behavior Interventions and Support (PBIS) program. Evaluate and provide staff development for the PBIS program. (Priority 6)	ACUSD 3.12 The district's schools currently utilize a Positive Behavior Interventions and Support (PBIS) program to encourage an increase of student behaviors consistent with learning. Staff professional development has continued to increase the knowledge and usage of the PBIS system at Alpine County Unified School District schools. No tool used to measure.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	ACUSD 3.12 $3,200	ACUSD 3.12

	PLANNED	ACTUAL
Actions/Services	ACUSD 3.13 Administer the California School Climate Survey (CSCS) to all staff. (Priority 6)	ACUSD 3.13 The California School Climate Survey (CSCS) will be administered to all staff in May 2017.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	ACUSD 3.13 $100	ACUSD 3.13

	PLANNED	ACTUAL
Actions/Services	ACUSD 3.14 Full time counselor employed to ensure the successful engagement of all students in the District's	ACUSD 3.14 A full time counselor is employed to help ensure the successful engagement of all students in the District's programs.

	programs. (Priority 6)	The District and County Office of Education's interpretation of engagement is student's working in a motivated manner toward successfully mastering clearly stated teacher objectives.
Expenditures	BUDGETED ACUSD 3.14 $0	ESTIMATED ACTUAL ACUSD 3.14
Actions/Services	PLANNED ACUSD 3.15 Continue the Summer Academy providing an engaging environment in ELA, Math, and Physical Fitness with motivating supplemental curricula and instruction. (Priority 5)	ACTUAL ACUSD 3.15 The Summer Academy continued during the Summer of 2016 and plans are in place for continuance during the Summer of 2017. The main focus of the Summer Academy will continue to provide an engaging environment in ELA, Math, and Physical Fitness with motivating supplemental curricula and instruction. (Priority 5) The District and County Office of Education's interpretation of engagement is student's working in a motivated manner toward successfully mastering clearly stated teacher objectives.
Expenditures	BUDGETED ACUSD 3.15 $15,001	ESTIMATED ACTUAL ACUSD 3.15
Actions/Services	PLANNED ACUSD 3.16 Establish recurring open meetings with parents/guardians, community members, staff, and administration to share ideas on how to enhance student experiences, for example Food For Thought or Soup with the Supt. (Priority 3)	ACTUAL ACUSD 3.16 The superintendent held two Food for Thought meetings before school during the 2016/17 school year. In addition, administration has attended the LCAP PAC meetings and reached out to the local Native American community Parent Advisory Committee. Administration gathered community member input regarding school operations during these meetings.
Expenditures	BUDGETED ACUSD 3.16 $500	ESTIMATED ACTUAL ACUSD 3.16
Actions/Services	PLANNED ACUSD 3.17 Continue partnerships with neighboring counties to provide educational services and transportation to students impacted by closure of District schools (Bear Valley). (Priority 5)	ACTUAL ACUSD 3.17 The district has continued partnerships with neighboring counties to provide educational services and transportation to students impacted by closure of District schools (Bear Valley). (Priority 5)
Expenditures	BUDGETED ACUSD 3.17	ESTIMATED ACTUAL ACUSD 3.17

	PLANNED	ACTUAL
Actions/Services	ACUSD 3.18 Ensure parents have access to newly adopted ELA and Math programs and know how to access them online. (Priority 3)	ACUSD 3.18 School staff is available at the Woodfords Indian Education Center several times a week to facilitate parental education on and access to the adopted ELA and Math curriculum. Students and parents have access to the digital components of the adopted curriculum through online access and student accounts. A comprehensive plan to educate parents on the online components of the adopted ELA and Math programs is in progress.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	ACUSD 3.18 $750	ACUSD 3.18

	PLANNED	ACTUAL
Actions/Services	ACUSD 3.19 Continue to support all high school options including Douglas High School, South Tahoe High School, Community Day School, and Bret Harte High School. (Priority 3)	ACUSD 3.19 Alpine County Unified School District continues to support all high school options including Douglas High School, South Tahoe High School, Community Day School, and Bret Harte High School for students of Alpine County.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	ACUSD 3.19	ACUSD 3.19

ACUSD/ACOE Actions/Services

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Alpine County Unified School District and the Alpine County Office of Education continue to implement the actions and services articulated in the LCAP for Goal 3. The Alpine County Opportunity School and the Community Day School have no students enrolled in either program at this time.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The overall actions and services utilized by the Alpine County Unified School District and the Alpine County Office of Education have contributed to a more collaborative culture for all stakeholders. In addition, parental/guardian engagement on the Diamond Valley Elementary School campus has increased due to the implementation of the actions/services, such as the Parent Participation Night and the utilization of the Adult Education Block Grant. Other actions and services that have aided the involvement of parents/guardians have included reaching out to various community and parental organizations for input regarding various district and county processes.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	The ACUSD and ACOE merged their respective LCAPs into one document due to the District and County being coterminous and a combined administration. Following are the changes made to all sections of Goal 3 for the District and County: • Goal 3 for each LEA was combined and goal language identifying unduplicated students was removed • Comparable actions and services were consolidated • Previously identified needs that have been met were omitted • Metrics were aligned to identified needs

Stakeholder Engagement

LCAP Year   ☑ 2017–18   ☐ 2018–19   ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

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

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

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

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

		Announced in January 2017 Diamond Digest Administrative staff announced survey availability at various local agency meetings
3/29/2017	LCAP Survey	Diamond Valley Elementary School Student Council completed survey
4/6/2017	Breakfast with the Superintendent	Cafeteria, Diamond Valley Elementary School
4/14/2017	Board Goals Workshop	Administrative Annex, Diamond Valley Elementary School site
4/24/2017	Draft LCAP submitted for review	Submitted to California Department of Education
4/25/2017	Draft LCAP presented to Alpine Parents Group	Diamond Valley Elementary School site
4/26/2017	LCAP PAC meeting	Administrative Annex, Diamond Valley Elementary School site
5/1/2017	Draft LCAP presented to local Native American community Parent Advisory Committee	Woodfords Indian Education Center 96B Washo Boulevard Markleeville, CA 96120
5/9/17	LCAP Public Hearing	Alpine County Unified School District, Alpine County Office of Education regularly scheduled Board meetings
5/12/17	Announced during certificated staff collaboration meeting LCAP draft available on website for input; provided link to LCAP draft on District/County website	Diamond Valley Elementary School site
5/15/17	Email to all staff inviting input on LCAP draft; provided link to LCAP draft on District/County website	Email blast to Diamond Valley Elementary School staff
5/16/17	Email to community liaisons inviting input on LCAP draft; provided link to LCAP draft on District/County website	Email to community liaison for disbursement to county residents
5/16/17	Email to local bargaining unit representatives inviting input on LCAP draft	Email to local bargaining unit representatives
5/22/17	LCAP PAC meeting	Woodfords Indian Education Center 96B Washoe Boulevard Markleeville, CA 96120
6/13/17	LCAP Public Hearing	Alpine County Unified School District, Alpine County Office of Education regularly scheduled Board meetings

IMPACT ON LCAP AND ANNUAL UPDATE

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

The feedback impacted the LCAP for the upcoming year by consolidating the actions and services and modifying the goal language. The feedback from the survey data, focus group data, and informal feedback were used to confirm, add, and remove actions and services.

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

All goals were made more concise to enhance communication to stakeholders by removing reference to unduplicated students within the goal language. Goal 1 language was condensed to address basic conditions of learning regarding course access, highly qualified teachers, and school environment. Goals 2 and 3 remained essentially identical to the respective 2016-2017 goals.

This LCAP also addresses a need for teachers to have more flexibility in how they use the adopted curricula to close the achievement gaps in English Language Arts and particularly Math. To focus on this area, Action 2.1 was modified defining the County's intent to implement a high quality, research-based structured curriculum for the Early Learning Program. Budgeted expenditures were increased by $15,000. Action 2.2 was modified to include conference with the District Curriculum Council to identify project based learning opportunities in the core curriculum. This will not affect the budgeted expenditures.

This LCAP also addresses the need for clear consequences for student behavior not consistent with a safe and productive learning environment and school climate. To focus on this area, Action 3.1 was modified defining the District and County's intent to develop behaviors consistent with learning by:

> Integrating the Multi-Tiered System of Supports (MTSS) framework

> Site administration to revise the discipline matrix in accordance with board policy and establish communication protocol for students, parents/guardians, and appropriate staff

> Site administration communicating student discipline consequences to students, parents/guardians, and appropriate staff after each incident

To support integration of the MTSS framework:

> Action 1.2 Item 1 was added to fully implement MTSS for all student success

> Action 2.5 Item 6 was modified to provide for continuing to provide professional development to teachers and appropriate staff to implement the MTSS framework

> Action 3.3 Item 1 was modified to continue to administer, support, and provide staff development for the Positive Behavioral Interventions and Supports (PBIS) framework and integrate into the Multi-Tiered System of Supports (MTSS) framework

The budget will be impacted for additional professional development to enhance the MTSS framework. SUMS grant funding will support the professional development costs.

Stakeholders expressed a need to close the achievement gap for Native American students. To address this concern, Action 2.1 Item 3 was added to implement a high quality, research-based structured curriculum for the Early Learning Program to focus on closing the gap early in student development. Action 2.5 Item 2 specifies a continued intervention program for underperforming students particularly in ELA and Math for Native American, special education, and socioeconomically disadvantaged students. Action 3.1 integrated the 2016-2017 LCAP actions and services related to partnering with the local Native American community to promote parental engagement and school involvement. The content was slightly modified.

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	Alpine County Unified School District and Alpine County Office of Education are committed to ensuring all students have access to a broad course of study with highly qualified teachers in a healthy and safe school environment.

State and/or Local Priorities Addressed by this goal:	STATE ☑1 ☑2 ☐3 ☐4 ☐5 ☐6 ☑7 ☐8 COE ☑9 ☑10 LOCAL _____
Identified Need	The following needs were identified as a result of stakeholder input and reviewing data from state and local metrics. A. Safe and functional facilities with all facets in working order. B. Professional development in Math and English Language Arts toward implementing the state's content and performance standards. C. All students enrolled in a broad course of study including a strong Visual and Performing Arts program of courses and Physical Education (PE) D. Advanced learners not restrained to age/grade courses and online course considered. E. Facilities accommodate the needs of current and future students. F. Maintenance of a seamless relationship between the District and County to facilitate the continued education of expelled youth and students with impending expulsions. G. Maintenance of coordination of services between the District's Community Day School (CDS) and the County's Alternative High School so the education of expelled students is as minimally disrupted as possible, if an expulsion occurs. *NOTE: currently there are no English Learners enrolled in the District or County*

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ACUSD, ACOE Percentage of annual facilities inspection tool categories ranked as "Good or Higher"	100% All annual facilities inspection tool categories ranked as "Good or Higher"	100% All annual facilities inspection tool categories ranked as "Good or Higher"	100% All annual facilities inspection tool categories ranked as "Good or Higher"	100% All annual facilities inspection tool categories ranked as "Good or Higher"
ACUSD, ACOE Percentage of ELA and Math teachers completing first five Common Core State Standards Professional Development Modules on California Department of Education's website.	ELA and Math teachers given to December 31st of second year to complete first five Professional Development Modules on Common Core State Standards on California Department of Education's website. All teachers expected to complete them have done so.	65%	75%	85%
ACUSD, ACOE Percentage of teachers identifying with administration, one or more professional development goals, and completing them.	All teachers developed and completed professional development goals with administration by May of each year.	95.00%	97.50%	100.00%
ACUSD, ACOE Development of a Facilities Master Plan	0% Formed Facilities Advisory Committee	Complete final plan	Monitor plan	Monitor plan

Action   **1.1**

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: Diamond Valley Elementary School ☐ Specific Grade spans:

OR

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

[Students to be Served](#)	☐ English Learners ☐ Foster Youth ☒ Low Income *(School Community please note: regardless of status, all students identified needing this action/service will receive this action/service)*
[Scope of Services](#)	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
[Location(s)](#)	☐ All schools ☒ Specific Schools: Diamond Valley Elementary School ☒ Specific Grade spans: K-8

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Maintain teaching staff levels to ensure straight grades for English Language Arts and Mathematics.	Maintain teaching staff levels to ensure straight grades for English Language Arts and Mathematics.	Maintain teaching staff levels to ensure straight grades for English Language Arts and Mathematics.

[BUDGETED EXPENDITURES](#)

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

PLANNED ACTIONS / SERVICES

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

Action   **1.2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ English Learners ☐ Foster Youth ☒ Low Income *(School Community please note: regardless of status, all students identified needing this action/service will receive this action/service)*
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Sufficient state-aligned, school board adopted materials will be available for students' use. Teachers will use a variety of tools to help facilitate student success to include: 1) Fully implement Multi-Tiered system of Support (MTSS) to facilitate success of all students 2) Utilize the Student Study Team (SST) process 3) Utilize collaboration time as outlined by the California Department of Education (CDE) essential program components	Sufficient state-aligned, school board adopted materials will be available for students' use. Teachers will use a variety of tools to help facilitate student success to include: 1) Maintain MTSS to facilitate success of all students 2) Utilize the Student Study Team (SST) process 3) Utilize collaboration time as outlined by the CDE essential program components	Sufficient state-aligned, school board adopted materials will be available for students' use. Teachers will use a variety of tools to help facilitate student success to include: 1) MTSS to facilitate success of all students 2) Utilize the Student Study Team (SST) process 3) Utilize collaboration time as outlined by the CDE essential program components

BUDGETED EXPENDITURES

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

PLANNED ACTIONS / SERVICES

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

Action **1.3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☒ Low Income *(School Community please note: regardless of status, all students identified needing this action/service will receive this action/service)*
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☒ Specific Schools: Diamond Valley Elementary School ☐ Specific Grade spans: K-8

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☑ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
Maintain sufficient technology and staff to implement a one-to-one Chromebook program for Kindergarten-8th grade students.	Maintain sufficient technology and staff to implement a one-to-one Chromebook program for Kindergarten-8th grade students.	Maintain sufficient technology and staff to implement a one-to-one Chromebook program for Kindergarten-8th grade students.

BUDGETED EXPENDITURES

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

PLANNED ACTIONS / SERVICES

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

Action 1.4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☒ Low Income *(School Community please note: regardless of status, all students identified needing this action/service will receive*

	this action/service)		
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)		
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____		

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
The Facilities Advisory Committee will continue to identify, analyze, and prioritize facility needs through the use of a variety of tools including: 1) Complete Master Facilities Plan to establish a forward looking plan regarding the use of facility assets 2) Assess and begin repairs required for Bear Valley School building to be safe and fully functional	The Facilities Advisory Committee will continue to identify, analyze, and prioritize facility needs through the use of a variety of tools including: 1) Monitor Master Facilities Plan 2) Maintain Bear Valley School building to be safe and fully functional	The Facilities Advisory Committee will continue to identify, analyze, and prioritize facility needs through the use of a variety of tools including: 1) Monitor Master Facilities Plan to establish a forward looking plan regarding the use of facility assets 2) Maintain Bear Valley School building to be safe and fully functional

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	ACUSD: $100,000 ACUSD: $35,000 Bear Valley cost	Amount	ACUSD: $100,000 ACUSD: $35,000 Bear Valley cost	Amount	ACUSD: $100,000 ACUSD: $35,000 Bear Valley cost
Source	ACUSD: Fund 14 - 6200 ACUSD: Fund 14 – 6200 (Bear Valley)	Source	ACUSD: Fund 14 ACUSD: Fund – Bear Valley	Source	ACUSD: Fund 14 ACUSD: Fund – Bear Valley
Budget Reference	ACUSD: 6200	Budget Reference	ACUSD: 6200	Budget Reference	ACUSD: 6200

PLANNED ACTIONS / SERVICES

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

Action **1.5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☑ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
Staff will be provided professional development based on teacher input, student achievement, and other identified needs such as the integration of technology and state adopted curriculum.	Staff will be provided professional development based on teacher input, student achievement, and other identified needs such as the integration of technology and state adopted curriculum.	Staff will be provided professional development based on teacher input, student achievement, and other identified needs such as the integration of technology and state adopted curriculum.

BUDGETED EXPENDITURES

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

PLANNED ACTIONS / SERVICES

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

Action   1.6

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 *(School Community please note: regardless of status, all students identified needing this action/service will receive this action/service)*
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐Modified ☐ Unchanged	☐ New ☐ Modified ☒Unchanged	☐ New ☐ Modified ☒ Unchanged
The Superintendent will work closely with governmental agencies (such as Juvenile Court, Family Court, and Child Welfare) to ensure students have access to a broad course of curriculum. The Superintendent will develop an efficient expeditious process for transferring health and education records and the health and education passport. Continue to support all high school options including Douglas High School, South Tahoe High School, Community Day School, Opportunity School, and Bret Harte High School.	The Superintendent will work closely with governmental agencies (such as Juvenile Court, Family Court, and Child Welfare) to ensure students have access to a broad course of curriculum. The Superintendent will develop an efficient expeditious process for transferring health and education records and the health and education passport. Continue to support all high school options including Douglas High School, South Tahoe High School, Community Day School, Opportunity School, and Bret Harte High School.	The Superintendent will work closely with governmental agencies (such as Juvenile Court, Family Court, and Child Welfare) to ensure students have access to a broad course of curriculum. The Superintendent will develop an efficient expeditious process for transferring health and education records and the health and education passport. Continue to support all high school options including Douglas High School, South Tahoe High School, Community Day School, Opportunity School, and Bret Harte High School.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	ACOE: $295,728 ACUSD: $90,148	Amount	ACOE: $295,728 ACUSD: $90,148	Amount	ACOE: $295,728 ACUSD: $90,148
Source	ACOE: $10,349 Foster Youth - 1000 ACOE: $23,898 LCFF - 2200 ACOE: $8,842 LCFF - 3000 ACOE: $61,890 LCFF - 5100 ACOE: $12,639 LCFF - 5200 ACOE: $178,110 EPA - 5100 ACUSD: $42,944 LCFF - 2200 ACUSD:$15,889 LCFF - 3000 ACUSD: $23,315 LCFF - 5200 ACUSD: $8,000 Lottery - 4100	Source	ACOE: $10,349 Foster Youth ACOE: $23,898 LCFF ACOE: $8,842 LCFF ACOE: $61,890 LCFF ACOE: $12,639 LCFF ACOE: $178,110 EPA ACUSD: $42,944 LCFF ACUSD:$15,889 LCFF ACUSD: $23,315 LCFF ACUSD: $8,000 Lottery	Source	ACOE: $10,349 Foster Youth ACOE: $23,898 LCFF ACOE: $8,842 LCFF ACOE: $61,890 LCFF ACOE: $12,639 LCFF ACOE: $178,110 EPA ACUSD: $42,944 LCFF ACUSD:$15,889 LCFF ACUSD: $23,315 LCFF ACUSD: $8,000 Lottery
Budget Reference	ACOE: 1000, 2200, 3000, 5100, 5200 ACUSD: 2200, 3000, 5200 4100	Budget Reference	ACOE: 1000, 2200, 3000, 5100, 5200 ACUSD: 2200, 3000, 5200 4100	Budget Reference	ACOE: 1000, 2200, 3000, 5100, 5200 ACUSD: 2200, 3000, 5200 4100

PLANNED ACTIONS / SERVICES

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☐ Modified	☑ Unchanged

Goal 2	Pupil Outcomes: Alpine County Unified School District and Alpine County Office of Education are committed to supporting students holistically toward performing at high levels on the state's adopted standards.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5 ☐ 6 ☐ 7 ☑ 8 COE ☐ 9 ☐ 10 LOCAL _____
Identified Need	The following needs were identified as a result of stakeholder input and reviewing data from state and local metrics. A. All students, especially socioeconomically disadvantaged students, Native American students, and students with disabilities, maximize academic achievement performance toward closing the achievement gap, in English Language Arts and particularly Math. B. Flexibility and creativity for teachers to deliver curriculum, while maintaining fidelity to the Common Core State Standards. C. Sufficient time for collaboration and communication among staff members and between staff and administration to increase student achievement. D. Students being college and/or career ready upon graduation from the Local Education Agencies' (LEAs') alternative high schools. E. Students who desire a college pathway demonstrate readiness. F. Cohesive Career Technical Education (CTE) Coursework/Internship Plan and monitoring tools as appropriate for K-8 and the alternative high schools. G. Accredited high school. H. Students exit County preschool program with all skills needed to achieve at high levels upon entering kindergarten.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ACUSD, ACOE CA School Dashboard ELA	Blue ELA Fall 2016	Blue	Blue	Blue
ACUSD, ACOE CA School Dashboard Math	Green ELA Fall 2016	Blue	Blue	Blue
ACUSD, ACOE CDS and Opportunity Schools Accredited (Y/N)	No (WASC agency stated to wait until six or more students are enrolled)	Continue accreditation application process based on student enrollment	Monitor	Monitor
ACOE Desired Results Developmental Profile (DRDP) outcomes for Cognition (COG), Including Math and Science – Percentage of Preschoolers at Building or Integrating Levels (Exploring and Developing are the two lower levels)	85% Exploring: 1% Developing: 14% Building 71% Integrating: 14%	87.5%	90%	92.5%
ACOE Desired Results Developmental Profile (DRDP) outcomes for Language and Literacy Development (LLD) - Percentage of Preschoolers at Building or Integrating Levels (Exploring and Developing are the two lower levels)	57% Exploring: 14% Developing: 29% Building: 43% Integrating: 14%	65%	75%	80%

PLANNED ACTIONS / SERVICES

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

Action   2.1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools: ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ English Learners ☐ Foster Youth ☒ Low Income *(School Community please note: regardless of status, all students identified needing this action/service will receive this action/service)*
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☒ Specific Schools: Bear Valley School, Early Learning Program ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
For ages 0-5 1) Maintain Early Learning program to include all Alpine County residents from zero to five years of age, including adjusting staffing levels 2) Invest resources and efforts toward repairing the Bear Valley School building to be in a condition ready for the Busy Bears Preschool to provide a program for early learners 3) Implement a high quality, research-based structured curriculum for the County Early Learning Program	For ages 0-5 1) Maintain Early Learning program to include all Alpine County residents from zero to five years of age, including adjusting staffing levels 2) Maintain Bear Valley School building in a condition for the Busy Bears Preschool to provide a program for early learners 3) Continue a high quality, research-based structured curriculum for the County Early Learning Program	For ages 0-5 1) Maintain Early Learning program to include all Alpine County residents from zero to five years of age, including adjusting staffing levels 2) Maintain Bear Valley School building in a condition for the Busy Bears Preschool to provide a program for early learners 3) Continue a high quality, research-based structured curriculum for the County Early Learning Program

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	ACOE: $297,104	Amount	ACOE: $297,104	Amount	ACOE: $297,104
Source	ACOE: Child Development Fund 12 (CSPP First 5/LCFF) $155,626 - 2000 $59,866 - 3000 $22,003 - 4000 $39,184 - 5000 $20,425 – 7000	Source	ACOE: Child Development Fund 12 (CSPP First 5/LCFF) $155,626 - 2000 $59,866 - 3000 $22,003 - 4000 $39,184 - 5000 $20,425 - 7000	Source	ACOE: Child Development Fund 12 (CSPP First 5/LCFF) $155,626 - 2000 $59,866 - 3000 $22,003 - 4000 $39,184 - 5000 $20,425 - 7000
Budget Reference	ACOE: 2000, 3000, 4000, 5000, 7000	Budget Reference	ACOE: 2000, 3000, 4000, 5000, 7000	Budget Reference	ACOE: 2000, 3000, 4000, 5000, 7000

Action **2.2**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools: ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☒ Low Income *(School Community please note: regardless of status, all students identified needing this action/service will receive this action/service)*
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

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

☑ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
For grades K-8 Maintain core subject matter courses and enriching after school programs taught by credentialed, appropriately authorized teachers and supported by qualified classified staff: 1) Confer with District Curriculum Council to identify potential project based learning components in core curriculum to provide guidance to teachers 2) Continue operating Expanded Learning Program in accordance with the After School Education and Safety Grant with focus on education and literacy and educational enrichment 3) Reduce Visual and Performing Arts (VAPA) from 2016-2017 4) Continue K-8 straight grades for Common Core state standards in ELA and Math 5) Continue sports programs including cross country, track and field, volleyball, basketball	For grades K-8 Maintain core subject matter courses and enriching after school programs taught by credentialed, appropriately authorized teachers and supported by qualified classified staff: 1) Confer with District Curriculum Council to identify potential project based learning components in core curriculum to provide guidance to teachers 2) Continue operating Expanded Learning Program in accordance with the After School Education and Safety Grant with focus on education and literacy and educational enrichment 3) Continue Visual and Performing Arts (VAPA) 4) Continue K-8 straight grades for Common Core state standards in ELA and Math 5) Continue sports programs including cross country, track and field, volleyball, basketball	For grades K-8 Maintain core subject matter courses and enriching after school programs taught by credentialed, appropriately authorized teachers and supported by qualified classified staff: 1) Confer with District Curriculum Council to identify potential project based learning components in core curriculum to provide guidance to teachers 2) Continue operating Expanded Learning Program in accordance with the After School Education and Safety Grant with focus on education and literacy and educational enrichment 3) Continue Visual and Performing Arts (VAPA) 4) Continue K-8 straight grades for Common Core state standards in ELA and Math 5) Continue sports programs including cross country, track and field, volleyball, basketball

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	ACUSD: $116,765	Amount	ACUSD: $116,765	Amount	ACUSD: $116,765
Source	ACUSD: $26,353 ASES - 2100 $9,751 ASES - 3000 $13,896 LCFF - 5200 $50,131 LCFF - 1100 $16,634 LCFF - 1130	Source	ACUSD: $26,353 ASES 2100 $9,751 ASES 3000 $13,896 LCFF 5200 $50,131 LCFF 1100 $16,634 LCFF 1130	Source	ACUSD: $26,353 ASES 2100 $9,751 ASES 3000 $13,896 LCFF 5200 $50,131 LCFF 1100 $16,634 LCFF 1130
Budget Reference	ACUSD: 2100, 3000, 5200, 1100, 1130	Budget Reference	ACUSD: 2100, 3000, 5200, 1100, 1130	Budget Reference	ACUSD: 2100, 3000, 5200, 1100, 1130

Action   **2.3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools: ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☒ Low Income *(School Community please note: regardless of status, all students identified needing this action/service will receive this action/service)*
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☒ Specific Schools: Alpine County Opportunity School (ACOE), Alpine Secondary Community Day School (ACUSD) ☒ Specific Grade spans: 9-12

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
For grades 9-12 Prepare students to meet their post-secondary school goals: 1) Offer coursework to a) increase student performance on Early Assessment Program (EAP) exams and promote participation in 11th grade, and b) meeting entrance requirements for California State University and University of California systems 2) Provide staff resources for student college and career readiness 3) Provide staff time to develop a Career Technical Education program	For grades 9-12 Prepare students to meet their post-secondary school goals: 1) Offer coursework to a) increase student performance on Early Assessment Program (EAP) exams and promote participation in 11th grade, and b) meeting entrance requirements for California State University and University of California systems 2) Provide staff resources for student college and career readiness 3) Provide staff time to develop a Career Technical Education program	For grades 9-12 Prepare students to meet their post-secondary school goals: 1) Offer coursework to a) increase student performance on Early Assessment Program (EAP) exams and promote participation in 11th grade, and b) meeting entrance requirements for California State University and University of California systems 2) Provide staff resources for student college and career readiness 3) Provide staff time to develop a Career Technical Education program

BUDGETED EXPENDITURES

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

Amount	ACUSD: $68,991	Amount	ACUSD: $68,991	Amount	ACUSD: $68,991
Source	ACUSD: $50,200 LCFF - 1200 $18,791 LCFF - 3000	Source	ACUSD: $50,200 LCFF $18,791 LCFF	Source	ACUSD: $50,200 LCFF $18,791 LCFF
Budget Reference	ACUSD: 1200, 3000	Budget Reference	ACUSD: 1200, 3000	Budget Reference	ACUSD: 1200, 3000

Action 2.4

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools: ☐ Specific Grade spans:_____

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
High school accreditation: 1) Staff participates in process 2) Apply for accreditation	High school accreditation: 1) Staff participates in process 2) Receive accreditation	High school accreditation: 1) Staff participates in process 2) Maintain accreditation

BUDGETED EXPENDITURES

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

Action **2.5**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
For all students Meet, support, and increase academic objectives and performance: 1) Provide parent/guardian education after school at the Woodfords Indian Education Center and/or Diamond Valley Elementary School "Parent	For all students Meet, support, and increase academic objectives and performance: 1) Provide parent/guardian education after school at the Woodfords Indian Education Center and/or Diamond Valley Elementary School "Parent	For all students Meet, support, and increase academic objectives and performance: 1) Provide parent/guardian education after school at the Woodfords Indian Education Center and/or Diamond Valley Elementary School "Parent

Participation Night"
2) Continue intervention program for underperforming students particularly in ELA and Math for Native American, special education, and socioeconomically disadvantaged students
3) Teachers use assessment tools to adapt instruction to student needs
4) Teachers utilize available information to create student performance SMART (Strategic Measurable Attainable Results oriented and Time bound) goals
5) Coordinate classified personnel to support certificated staff
6) Continue to provide professional development to teachers and appropriate staff to implement MTSS

BUDGETED EXPENDITURES

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

Action **2.6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ 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	**2018-19**	**2019-20**
☑ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
For all students Provide teachers professional development on the District's adopted core curriculum to: 1) Effectively use state resources 2) Assess data to benefit student outcomes 3) Increase student mastery on standards aligned curriculum	For all students Provide teachers professional development on the District's adopted core curriculum to: 1) Effectively use state resources 2) Assess data to benefit student outcomes 3) Increase student mastery on standards aligned curriculum	For all students Provide teachers professional development on the District's adopted core curriculum to: 1) Effectively use state resources 2) Assess data to benefit student outcomes 3) Increase student mastery on standards aligned curriculum

BUDGETED EXPENDITURES

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☐ Modified	☑ Unchanged

Goal 3	Engagement: Alpine County Unified School District and Alpine County Office of Education are committed to providing a collaborative culture for students, parents, teachers, staff and the community which promotes the social, emotional, and academic growth of all students.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☑ 3 ☐ 4 ☑ 5 ☑ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL _____
Identified Need	The following needs were identified as a result of stakeholder input and reviewing data from state and local metrics. A. Parent input in decision-making pertaining to school. B. Healthy social, emotional, and academic well-being and overall positive school climate for students and staff. C. Open communication, transparency, and trust. D. High student attendance rates and low chronic absenteeism rates. E. High graduation rates and low dropout rates at all schools at all levels, K-12. F. Procedures to redirect student behavior that could result in suspension and/or expulsion. G. Documentation showing all student disciplinary steps implemented per Positive Behavioral Interventions and Supports (PBIS) framework, Board Policy, and Education Code. H. Clear and consistent guidelines of consequences for disruptive behavior, following the PBIS framework, communicated to staff, students, and parents/guardians. I. Clearly communicate administrative consequences for student disciplinary actions to students, parents, teachers, and appropriate staff.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ACUSD Average percentage of areas under "Parental	64% (2015-16)	75%	80%	85%

Involvement" section of California School Parent Survey (CSPS) marked Agree or Strongly Agree- Five Areas pages 20-21 Table A12.1	Don't Know: 2% Strongly Disagree: 15% Disagree: 20% Agree: 53% Strongly Agree: 11%		
ACUSD Percentile rank on School Climate Report Card (combines results from CHKS and CSCS surveys)	50th Percentile	60%	65%	70%
ACUSD, ACOE CA Schools Dashboard Chronic Absenteeism	No state data available 95% attendance	No state data available 96% attendance	97% or Green	97.5% or Blue
ACUSD, COE Graduation Rate	No state data available due to low numbers. 100% in Spring 2016	All school age students eligible to graduate, graduate	All school age students eligible to graduate, graduate	All school age students eligible to graduate, graduate
ACUSD, ACOE CA Schools Dashboard - Suspension	Blue	Remain Blue	Remain Blue	Remain Blue
ACUSD Average percentage of areas under "Discipline and Counseling" section of California School Climate Survey (CSCS) marked Agree or Strongly Agree- Four Areas pages 51-52 Table A10.2	76% (2015-16) Don't Know: 0% Strongly Disagree: 0% Disagree: 24% Agree: 72% Strongly Agree: 4%	80%	82.5%	85%
ACUSD, ACOE Swift FIA (Schoolwide Integrated Framework for transformation – Fidelity Integrity Assessment) average score	Baseline: 1.4	1.75	2.00	2.25

PLANNED ACTIONS / SERVICES

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

Action 3.1

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Promote parental engagement and continuing parent/guardian outreach to increase school involvement: 1) Partner with the local Native American community Parent Advisory Committee 2) Staff participation in Alpine Parents Group 3) Facilitate staff and parent/guardian meetings on student progress at the Woodfords Indian Education Center 4) Develop a process to establish a cultural liaison for Individualized Education Plan meetings between the Native American community and school	Promote parental engagement and continuing parent/guardian outreach to increase school involvement: 1) Partner with the local Native American community Parent Advisory Committee 2) Staff participation in Alpine Parents Group 3) Facilitate staff and parent/guardian meetings on student progress at the Woodfords Indian Education Center 4) Develop a process to establish a cultural liaison for Individualized Education Plan meetings between the Native American community and school	Promote parental engagement and continuing parent/guardian outreach to increase school involvement: 1) Partner with the local Native American community Parent Advisory Committee 2) Staff participation in Alpine Parents Group 3) Facilitate staff and parent/guardian meetings on student progress at the Woodfords Indian Education Center 4) Develop a process to establish a cultural liaison for Individualized Education Plan meetings between the Native American community and

5) Meet with the Superintendent, staff, and parents/guardians in the Native American community including parent workshops regarding school programs

6) Seek parent input on development of the Single Plan for Student Achievement (SPSA) through meetings and surveys

7) Committee leaders and staff contact parents/guardians promoting participation in student activities, school activities, and District and County committees

8) Continue recurring open, informal meetings with parents/guardians, community members, staff, and administration (Food For Thought, Breakfast with the Superintendent)

9) Continue exploring opportunities for parent/guardian involvement

10) Educate parents/guardians on accessing adopted ELA and Math programs online

5) Meet with the Superintendent, staff, and parents/guardians in the Native American community including parent workshops regarding school programs

6) Seek parent input on development of the Single Plan for Student Achievement (SPSA) through meetings and surveys

7) Committee leaders and staff contact parents/guardians promoting participation in student activities, school activities, and District and County committees

8) Continue recurring open, informal meetings with parents/guardians, community members, staff, and administration (Food For Thought, Breakfast with the Superintendent)

9) Continue exploring opportunities for parent/guardian involvement

10) Educate parents/guardians on accessing adopted ELA and Math programs online

school

5) Meet with the Superintendent, staff, and parents/guardians in the Native American community including parent workshops regarding school programs

6) Seek parent input on development of the Single Plan for Student Achievement (SPSA) through meetings and surveys

7) Committee leaders and staff contact parents/guardians promoting participation in student activities, school activities, and District and County committees

8) Continue recurring open, informal meetings with parents/guardians, community members, staff, and administration (Food For Thought, Breakfast with the Superintendent)

9) Continue exploring opportunities for parent/guardian involvement

10) Educate parents/guardians on accessing adopted ELA and Math programs online

BUDGETED EXPENDITURES

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

PLANNED ACTIONS / SERVICES

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

Action   **3.2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____	
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income *(School Community please note: regardless of status, all students identified needing this action/service will receive this action/service)*	
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)	
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Promote student engagement by:	Promote student engagement by:	Promote student engagement by:
1) Staff monitor student's classes and course pathways to support subject mastery toward educational goals	1) Staff monitor student's classes and course pathways to support subject mastery toward educational goals	1) Staff monitor student's classes and course pathways to support subject mastery toward educational goals
2) Continuing partnership with neighboring counties for educational services and transportation of students impacted by closure of District/COE schools (Bear Valley)	2) Continuing partnership with neighboring counties for educational services and transportation of students impacted by closure of District/COE schools (Bear Valley)	2) Continuing partnership with neighboring counties for educational services and transportation of students impacted by closure of District/COE schools (Bear Valley)
3) Develop a plan to reopen the Bear Valley School for the 2018-2019 school year	3) Develop a plan to reopen the Bear Valley School for the 2018-2019 school year	3) Develop a plan to reopen the Bear Valley School for the 2018-2019 school year
4) Counselor will review climate survey data and identify climate factors such as socioemotional needs	4) Counselor will review climate survey data and identify climate factors such as socioemotional needs	4) Counselor will review climate survey data and identify climate factors such as socioemotional needs
5) Continue the Summer Academy to include ELA, Math, and Physical Fitness with supplemental curricula and instruction	5) Continue the Summer Academy to include ELA, Math, and Physical Fitness with supplemental curricula and instruction	5) Continue the Summer Academy to include ELA, Math, and Physical Fitness with supplemental curricula and instruction
6) Staff monitor academic progress of high school students enrolled in school districts outside of Alpine County through progress report and	6) Staff monitor academic progress of high school students enrolled in school districts outside of Alpine County through progress report and transcript review	6) Staff monitor academic progress of high school students enrolled in school districts outside of Alpine County through progress report and

transcript review 7) Invite academically and/or behaviorally at-risk, resident students attending high schools outside of Alpine County to enroll in the county alternative high school to work toward graduation 8) Counselor will identify foster youth through informal process and counsel each student based on their unique needs	7) Invite academically and/or behaviorally at-risk, resident students attending high schools outside of Alpine County to enroll in the county alternative high school to work toward graduation 8) Counselor will identify foster youth through informal process and counsel each student based on their unique needs	transcript review 7) Invite academically and/or behaviorally at-risk, resident students attending high schools outside of Alpine County to enroll in the county alternative high school to work toward graduation 8) Counselor will identify foster youth through informal process and counsel each student based on their unique needs

BUDGETED EXPENDITURES

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

PLANNED ACTIONS / SERVICES

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

Action **3.3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☒ Low Income *(School Community please note: regardless of status, all students identified needing this action/service will receive this action/service)*
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to

	Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Foster a positive school climate and develop behaviors consistent with learning by: 1) Continue to administer, support, and provide staff development for the Positive Behavioral Interventions and Supports (PBIS) framework and integrate into the Multi-Tiered System of Supports (MTSS) framework 2) Offer and provide school counseling services at Individualized Education Plan meetings 3) Continue student referrals to school counseling services 4) Continue to administer the California Healthy Kids Survey (CHKS), California School Climate Survey (CSCS), and the California School Parent Survey (CSPS) to evaluate the students, parents/guardians, and staffs' perspective of the school's social, physical, and academic environment 5) School sites will promote participation in the climate surveys (CHKS, CSCS, CSPS) to obtain at least the minimum number of participants to yield valid and reliable results 6) Post survey results on District/County website 7) Site administration will follow board policy to revise discipline matrix and establish communication protocol for students, parents/guardians, and appropriate staff 8) Site administration will communicate student discipline consequences to students, parents/guardians, and appropriate staff after each incident	Foster a positive school climate and developing behaviors consistent with learning by: 1) Continue to administer, support, and provide staff development for the Positive Behavioral Interventions and Supports (PBIS) framework and integrate into the Multi-Tiered System of Supports (MTSS) framework 2) Offer and provide school counseling services at Individualized Education Plan meetings 3) Continue student referrals to school counseling services 4) Continue to administer the California Healthy Kids Survey (CHKS), California School Climate Survey (CSCS), and the California School Parent Survey (CSPS) to evaluate the students, parents/guardians, and staffs' perspective of the school's social, physical, and academic environment 5) School sites will promote participation in the climate surveys (CHKS, CSCS, CSPS) to obtain at least the minimum number of participants to yield valid and reliable results 6) Post survey results on District/County website 7) Site administration will follow board policy to revise discipline matrix and establish communication protocol for students, parents/guardians, and appropriate staff 8) Site administration will communicate student discipline consequences to students, parents/guardians, and appropriate staff after each incident	Foster a positive school climate and developing behaviors consistent with learning by: 1) Continue to administer, support, and provide staff development for the Positive Behavioral Interventions and Supports (PBIS) framework and integrate into the Multi-Tiered System of Supports (MTSS) framework 2) Offer and provide school counseling services at Individualized Education Plan meetings 3) Continue student referrals to school counseling services 4) Continue to administer the California Healthy Kids Survey (CHKS), California School Climate Survey (CSCS), and the California School Parent Survey (CSPS) to evaluate the students, parents/guardians, and staffs' perspective of the school's social, physical, and academic environment 5) School sites will promote participation in the climate surveys (CHKS, CSCS, CSPS) to obtain at least the minimum number of participants to yield valid and reliable results 6) Post survey results on District/County website 7) Site administration will follow board policy to revise discipline matrix and establish communication protocol for students, parents/guardians, and appropriate staff 8) Site administration will communicate student discipline consequences to students, parents/guardians, and appropriate staff after each incident

BUDGETED EXPENDITURES

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

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds:	$ 80,134 (ACUSD) $91,321 (ACOE)	Percentage to Increase or Improve Services:	9.17% (ACUSD) 20.78% (ACOE)

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 percentage allocated for Alpine County Unified School District for unduplicated students is 9.17%. The percentage for 2018-19 is projected to be 8.03% which equates to $71,679 and for 2019-20 the percentage is also 8.03% which equates to $73,364. The percentage allocated for Alpine County Unified School District for unduplicated students is 0%. The percentage for 2018-19 is projected to be 21.56% which equates to $87,313 and for 2019-20 the percentage is also 22.26% which equates to $89,609.

The quality of services provided to our unduplicated students is improved by this percentage or more because they are getting more individualized teacher attention in English Language Arts (ELA) and Math due to smaller class sizes, and by not having to combine with another grade level, their teachers can fully deliver the adopted curricula in ELA and Math to the entire classroom without having to split their time between multiple grade levels within one classroom (Action/Service 1.1). Also, the Multi-Tiered System of Supports (MTSS) framework will facilitate the identifying and servicing the lower performing students, the majority of which are unduplicated students (Action/Service 1.2). Unduplicated students will not have to share their Chromebooks with others which will allow them to efficiently progress through instruction without having to wait, when collaboration is not needed. Focusing on early learner services serves to close the achievement gap prior to entering the K-12 school system. The vast majority of our Early Learners on the East Side (Diamond Valley Side) are unduplicated (Actions/Services 2.1). Improving student engagement (Priority 5) and School Climate (Priority 6) for our unduplicated students are provided by offering a Visual and Performing Arts program beyond the minimum requirement, a sports program after school (Actions/Services 2.2). Increased services to our unduplicated students addressing Priority 3, Parental Involvement will be provided through extensive outreach and education to our parents (Actions/Services 3.1).

		Action/Service					
LCAP Year	Goal	Number	Description	Organization	School Site	Funds	Budget
2017-18	1	1.1	Maintain teaching staff levels to ensure straight grades for English Language Arts and Mathematics	ACUSD	Diamond Valley Elementary School	LCFF, EPA	$716,821

2017-18	1	1.2	Sufficient state-aligned, school board adopted materials will be available for students' use. Teachers will use a variety of tools to help facilitate student success to include: 1) Fully implement Multi-Tiered system of Support (MTSS) to facilitate success of all students 2) Utilize the Student Study Team (SST) process 3) Utilize collaboration time as outlined by the California Department of Education (CDE) essential program components	ACOE ACUSD	All	Lottery, Title/Title II Title I/Title II, Adult Education Block Grant, LCFF, REAP	$2,660 $77,847	
2017-18	1	1.3	Maintain sufficient technology and staff to implement a one-to-one Chromebook program for Kindergarten-8th grade students	ACUSD	Diamond Valley Elementary School	LCFF, REAP, Lottery	$197,719	
2017-18	1	1.6	The Superintendent will work closely with governmental agencies (such as Juvenile Court, Family Court, and Child Welfare) to ensure students have access to a broad course of curriculum. The Superintendent will develop an efficient expeditious process for transferring health and education records and the health and education passport. Continue to support all high school options including Douglas High School, South Tahoe High School, Community Day School, Opportunity School, and Bret Harte High School	ACOE ACUSD	All	Foster Youth, LCFF, EPA LCFF, Lottery	$295,728 $90,148	
2017-18	2	2.1	For ages 0-5 1) Maintain Early Learning program to include all Alpine County residents from zero to five years of age, including adjusting staffing levels 2) Invest resources and efforts toward repairing the Bear Valley School building to be in a condition ready for the Busy Bears Preschool to provide a program for early learners 3) Implement a high quality, research-based structured curriculum for the County Early Learning Program	ACOE	Early Leaning Center - Foothill; Bear Valley School	CSPP, First 5/LCFF Fund	$282,104	

2017-18	2	2.2	For grades K-8 Maintain core subject matter courses and enriching after school programs taught by credentialed, appropriately authorized teachers and supported by qualified classified staff: 1) Confer with District Curriculum Council to identify potential project based learning components in core curriculum to provide guidance to teachers 2) Continue operating Expanded Learning Program in accordance with the After School Education and Safety (ASES) Grant with focus on education and literacy and educational enrichment 3) Reduce Visual and Performing Arts (VAPA) from 2016-2017 4) Continue K-8 straight grades for Common Core state standards in ELA and Math 5) Continue sports programs including cross country, track and field, volleyball, basketball	ACUSD	All	ASES, LCFF	$116,765	
2017-18		2.3	For grades 9-12 Prepare students to meet their post-secondary school goals: 1) Offer coursework to a) increase student performance on Early Assessment Program (EAP) exams and promote participation in 11th grade, and b) meeting entrance requirements for California State University and University of California systems 2) Provide staff resources for student college and career readiness 3) Provide staff time to develop a Career Technical Education program	ACUSD	Opportunity School; Community Day School	LCFF	$68,991	
2017-18	2	2.4	High school accreditation: 1) Staff participates in process 2) Apply for accreditation	ACOE	Opportunity School; Community Day School	LCFF	$2,700	

| 2017-18 | 3 | 3.1 | Promote parental engagement and continuing parent/guardian outreach to increase school involvement:
1) Partner with the local Native American community Parent Advisory Committee
2) Staff participation in Alpine Parents Group
3) Facilitate staff and parent/guardian meetings on student progress at the Woodfords Indian Education Center
4) Develop a process to establish a cultural liaison for Individualized Education Plan meetings between the Native American community and school
5) Meet with the Superintendent, staff, and parents/guardians in the Native American community including parent workshops regarding school programs
6) Seek parent input on development of the Single Plan for Student Achievement (SPSA) through meetings and surveys
7) Committee leaders and staff contact parents/guardians promoting participation in student activities, school activities, and District and County committees
8) Continue recurring open, informal meetings with parents/guardians, community members, staff, and administration (Food For Thought, Breakfast with the Superintendent)
9) Continue exploring opportunities for parent/guardian involvement
10) Educate parents/guardians on accessing adopted ELA and Math programs online | ACUSD | All | LCFF, Adult Education Block Grant | $1,550 | |

| 2017-18 | 3 | 3.3 | Foster a positive school climate and developing behaviors consistent with learning by:
1) Continue to administer, support, and provide staff development for the Positive Behavioral Interventions and Supports (PBIS) framework and integrate into the Multi-Tiered System of Supports (MTSS) framework
2) Offer and provide school counseling services at Individualized Education Plan meetings
3) Continue student referrals to school counseling services
4) Continue to administer the California Healthy Kids Survey (CHKS), California School Climate Survey (CSCS), and the California School Parent Survey (CSPS) to evaluate the students, parents/guardians, and staffs' perspective of the school's social, physical, and academic environment
5) School sites will promote participation in the climate surveys (CHKS, CSCS, CSPS) to obtain at least the minimum number of participants to yield valid and reliable results
6) Post survey results on District/County website
7) Site administration will follow board policy to revise discipline matrix and establish communication protocol for students, parents/guardians, and appropriate staff
8) Site administration will communicate student discipline consequences to students, parents/guardians, and appropriate staff after each incident | ACUSD | All | Youthful Offendor Block Grant, Mental Health Services Act, LCFF | $56,645 | |

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

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

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

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

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

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

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

Location(s)

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

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

Actions/Services

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

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

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

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

State Priorities

Priority 1: Basic Services addresses the degree to which:
  A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
  B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
  C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
  A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
    b. Mathematics – CCSS for Mathematics
    c. English Language Development (ELD)
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
  B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
  A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
  B. How the school district will promote parental participation in programs for unduplicated pupils; and
  C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
  A. Statewide assessments;
  B. The Academic Performance Index;
  C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
  D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
  E. The English learner reclassification rate;
  F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
  G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
  A. School attendance rates;
  B. Chronic absenteeism rates;
  C. Middle school dropout rates;
  D. High school dropout rates; and
  E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
  A. Pupil suspension rates;
  B. Pupil expulsion rates; and
  C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
  A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
  B. Programs and services developed and provided to unduplicated pupils; and
  C. Programs and services developed and provided to individuals with exceptional needs.

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

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

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

    A. Working with the county child welfare agency to minimize changes in school placement

    B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;

    C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and

    D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

    A. Local priority goals; and

    B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

    (2) The total number of cohort members.

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

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

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

    (2) The total number of cohort members.

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, October 2016

Acronyms

ACOE	Alpine County Office of Education
ACUSD	Alpine County Unified School District
ASES	After School Education and Safety Program
CCSS	Common Core State Standards
CDS	Community Day School
CHKS	California Healthy Kids Survey
CSCS	California School Climate Survey
CSPP	California State Preschool Program
CSPS	California School Parent Survey
CTE	Career Technical Education
DVE	Diamond Valley Elementary School
EAP	Early Assessment Program
ELA	English Language Arts
EPA	Education Protection Account
FIT	Facilities Inspection Tool
Fund 12	Child Development
Fund 14	Deferred Maintenance
LCFF	Local Control Funding Formula
LEA	Local Education Agency
MHSA	Mental Health Services Act
MTSS	Multi-Tiered System of Supports
PE	Physical Education
PBIS	Positive Behavioral Interventions and Supports
PIP	Primary Intervention Program
REAP	Rural Education Achievement Program
SMART	Strategic Measurable Attainable Results oriented and Time bound
SPED	Special Education
SPSA	Single Plan for Student Achievement
SST	Student Study Team
STEM	Science, Technology, Engineering, Math
SUMS	Scaled Up Multi-Tiered Systems of Supports
VAPA	Visual And Performing Arts
WASC	Western Association of Schools and Colleges
YOBG	Youthful Offender Block Grant