

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

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
Caliente Union Elementary	Kathleen Hansen Superintendent-Principal	<a href="mailto:khansen@calienteschooldistrict.org">khansen@calienteschooldistrict.org</a> (661) 867-2301

## Plan Summary

### The Story

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

Caliente Union School District, Piute Mountain School, is an isolated rural Kindergarten through 8th grade one school district, located 50 miles east of Bakersfield, CA. The district is categorized as 'Necessary Small School', flat funded since 2012. The Governing Board believes, "In order for education to succeed, there must be an ongoing partnership between parents/guardians, students, educators, and the community."

The past years of recession, high gas prices, drought – wells drying up, and loss of jobs in the oil industry caused young families to move out of our community, therefore a smaller population of young families remain in comparison to a larger population of retirees. There is a strong PTC, SSC, and Educational Foundation that partners with the district. All three groups are composed of community members, staff, parents, and retirees. The membership consists primarily of the same people in each organization. District benefits largely from the retiree population.

District's two buses collectively cover 100 miles per day. Present student population is 46 and it is at the 63% socio-economical level. The total unduplicated is 74%.

### LCAP Highlights

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

After evaluating data collected throughout the year along with 2017 SBAC results, stakeholders, board, teachers, and SSC, it became apparent that more concentrated focus and training needed to be centered on Common Core Mathematics.

- 1) Improvement directed at staff and parents understanding of Common Core Math adopted curriculum.

- 2) Best practice and longer integrated instruction around mathematical terms will enhance students' improvement.
- 3) The use of Mathematical dialogue in classroom setting and throughout school campus

## 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

The California School Dashboard indicator for English Language Arts (3-8) status change is 'Increased Significantly' +15.1 points.

The California School Dashboard indicator for Mathematics (3-8) status change is 'Increased' +9.3 points

- Professional development: To improve student capacity for learning LEA will be training teachers and paraprofessional's research based instructional strategies (Marzano's 9 High Impact Instructional Strategies) to maximize teachers' abilities to enhance student achievement in Language Arts and Mathematics.
- District will add one more day to teacher's contract to participate in an online training targeting Common Core adopted Math and ELA. Teachers will then create pacing guides for 2018-2019.
- Classroom Instruction That Works: Research Based Strategies For Increasing Student Achievement ~ Robert J. Marzano

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

1. The California School Dashboard indicator for suspension had an 'Increased' +2.3%, Fall 2017

District is in the red for "All Students" for suspension as well as red for "White" and "SED" students

2. Teacher trainings available on site – District has limited substitutes due to the remote location. This makes it very difficult for teachers to attend a meeting at a different site. There are three teachers that teach three grades within combination classrooms. This is due to

funding as a 'Necessary Small School'. Necessary Small School Funding for the district has been flat funded since 2012. The yearly cost of living increases and Special Education costs are making a substantial impact, therefore, the district will utilize and partner with Kern County Superintendent of Schools in providing teacher and staff trainings centered on Common Core Math curriculum and best practices, at district site, either via online or in person, 2018-2019.

- Professional development: To improve student capacity for learning LEA will be training teachers and paraprofessional's research based instructional strategies (Marzano's 9 High Impact Instructional Strategies) to maximize teachers' abilities to enhance student achievement in Language Arts and Mathematics.
- District will add one more day to teacher's contract to participate in an online training targeting Common Core adopted Math and ELA. Teachers will then create pacing guides for 2018-2019.
- Classroom Instruction That Works: Research Based Strategies For Increasing Student Achievement ~ Robert J. Marzano

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

No performance gaps to report at this time.

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

## Increased or Improved services

Based on staff and stakeholder feedback and research on effective practices, Caliente Union School District is implementing

14 actions and services to improve services for low income students using the LCFF Supplemental dollars for our only site. The significant actions to improve services are:

- i. PBIS
- ii. . Positive behavior and attendance incentives
- iii. . Maintain small class sizes
- iv. Maintain instructional days
- v. Provide access to technology
- vi. After school tutoring 3 times a week
- vii. District will add one more teacher training day – 183 contracted to 184 contracted days – 2018-2019

# Budget Summary

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

## DESCRIPTION

## AMOUNT

Total General Fund Budget Expenditures For LCAP Year

\$ 867,974.67

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

\$ \$99,534.00

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

The general fund budget includes expenditures outside of the LCAP that are for general administration and support staff, as well as for maintenance and operations of the school district. Restricted programs such as Special Education and Title Program services are also included in the budget but not for LCAP goals and actions.

## DESCRIPTION

## AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$ 636,832

# Annual Update

LCAP Year Reviewed: 2017-18

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

## Goal 1

All students will demonstrate growth in literacy and numeracy leading to college and career paths.

State and/or Local Priorities addressed by this goal:

State Priorities:

- Priority 1 (Basic)
- Priority 2 (Implementation of State Standards)
- Priority 4 (Pupil Achievement)
- Priority 5 (Pupil Engagement)
- Priority 7 (Course Access)
- Priority 8 (Other Pupil Outcomes)

Local Priorities: N/A

## Annual Measureable Outcomes

Expected	Actual
<b>Priority 1 (a) Number/rate of teachers not fully credentialed</b> Maintain 0.0%	Maintained 0.0%
<b>Priority 1 (b) Pupils have sufficient access to standards-aligned instructional materials</b> Maintain 100% of pupils having sufficient access to standards-aligned instructional materials	Maintained 100% of pupils having sufficient access to standards-aligned instructional materials
<b>Priority 1 (c) Overall Facility rating</b> Maintain rating of "Good" from FIT/SARC	Maintained rating of "Good" from FIT/SARC

Expected

Actual

<p><b>Priority 2 (a) Implementation of the academic content and performance standards adopted by the state board</b>  “Fully” as defined by the APS and Administrator</p>	<p>“Fully” as defined by the APS and Administrator</p>
<p><b>Priority 2 (b) Programs/Services to enable English Learners access to CCSS and ELD standards</b>  N/A Caliente currently does not serve any EL students.</p>	<p>N/A Caliente currently does not serve any EL students</p>
<p><b>Priority 4 (a) State Assessments</b>  CAASPP ELA- ‘Yellow’  CAASPP Math- ‘Yellow’</p>	<p>CAASPP ELA -‘Yellow’ ‘Increased Significantly’ +15.1 points  CAASPP Math – ‘Yellow’ ‘Increased’ +9.3 points</p>
<p><b>Priority 4 (b) API</b>  N/A</p>	<p>N/A</p>
<p><b>Priority 4 (c) Percent of students completing a CTE Course Sequence</b>  N/A</p>	<p>N/A</p>
<p><b>Priority 4 (d) Percent of EL students making progress towards English proficiency</b>  N/A</p>	<p>N/A</p>
<p><b>Priority 4 (e) EL Reclassification Rate</b>  N/A</p>	<p>N/A</p>
<p><b>Priority 4 (f) Percent of students passing AP exams</b>  N/A</p>	<p>N/A</p>
<p><b>Priority 4 (g) EAP College</b>  N/A</p>	<p>N/A</p>
<p><b>Priority 5(a) Attendance rate</b>  93%</p>	<p>93.35%</p>
<p><b>Priority 5 (b) Chronic Absenteeism Rate</b>  33.5%</p>	<p>26%</p>
<p><b>Priority 5 (c) Middle School Dropout Rate</b>  N/A</p>	<p>N/A</p>
<p><b>Priority 5 (d) High School Dropout Rate</b>  N/A</p>	<p>N/A</p>

Expected	Actual
<b>Priority 5 (e) High School Graduation Rate</b> N/A	N/A
<b>Priority 7 (a) Extent to which pupils have access to and are enrolled</b> Maintain 100% of students have access to in a broad course of study	Maintained 100% of students having access to a broad course of study
<b>Priority 7 (b) Extent to which pupils have access to and are enrolled in programs/services for unduplicated pupils</b> Maintain Programs and services are developed and provided to 100% of unduplicated pupils	Maintained Programs and Services developed and provided to 100% of unduplicated pupils
<b>Priority 7 (c) Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs</b> Maintain Programs and services are developed and provided to 100% of exceptional needs pupils	Maintained Programs and Services developed and provided to 100% of exceptional needs pupils
<b>Priority 8 (a) Other student outcomes</b> Physical Fitness Test results- 73% (5th& 7th) fall into the HF (Healthy Fitness Zone)	Physical Fitness Test results- 68% (5th& 7th) fall into the HF (Healthy Fitness Zone) due to small pupil population.

## Actions / Services

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

### Action 1a

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>• Visual Charts are in the cafeteria listing every classroom with a fill in graph. Students are able to see how their classroom is doing with perfect attendance.</li> <li>• At the end of the quarter, during the Award Assembly, the Classroom Perfect Attendance Winner are announced and classroom will receive a trophy. At the end of the</li> </ul>	<p>Visual Charts were displayed in the cafeteria listing every classroom in a fill in graph. Students were able to visual see their progress of their classroom's 'Perfect Attendance'.</p> <p>At the end of each quarter, during the Award Assembly, the 'Classroom Perfect Attendance' winners are announced and classroom was given a trophy. At the end of the year, the classroom with the</p>	<p>\$130.00 S/C Supplies</p>	<p>\$130.00 S/C Supplies</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>year, the classroom with the highest score for Perfect Attendance will receive a classroom party and overall trophy.</p> <ul style="list-style-type: none"> <li>• Parents are invited to quarterly Awards' Assemblies and the importance of students' attendance is shared in a multiple of venues.</li> <li>• Community has a part time Deputy Sheriff. District is in on going collaboration with Deputy Sheriff and CPS as needed for truancy's issues; College Community Services provides counselling services for students as needed. There is also an ongoing partnership with CPS.</li> </ul>	<p>highest score for Perfect Attendance will receive a classroom party and overall trophy.</p> <p>Parents were invited to quarterly Awards' Assemblies. The importance of students' attendance was shared in a multiple of venues.</p> <p>The new part time Deputy Sheriff stopped in on occasional visits. Deputy Sheriff stopped by classrooms and was introduced to all students. CPS as needed for truancy and student issues. There remains an ongoing partnership with CPS.</p> <p>Crime Prevention Unit taught 6ht -8<sup>th</sup> about cyber safety and bullying</p> <p>College Community Services visited the campus twice a week providing counselling services for students as needed.</p>		

## Action 1b

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>• Maintain small class sizes to provide students with a lower student to teacher ratio. The district will employ 3 general education teachers</li> <li>• BTSA/Intern</li> <li>• Teacher/Staff Handbook</li> <li>• Book to be read during year for PLC: Mindset –</li> </ul>	<p>Class sizes were maintained with a lower student to teacher ratio.</p> <p>Kinder/1<sup>st</sup>/2<sup>nd</sup> grade classroom = 14 students – one teacher – one paraprofessional – one Special Educational shadow.</p> <p>3<sup>rd</sup>/4<sup>th</sup>/5<sup>th</sup> grade classroom = 20 students – one teacher – one paraprofessional – one Special Educational shadow.</p>	<ul style="list-style-type: none"> <li>a. \$77,312</li> <li>b. \$3,650 (BTSA)</li> <li>c. \$30.64</li> <li>d. \$136.50</li> </ul> <p>S/C</p> <ul style="list-style-type: none"> <li>a. Certificated Salaries &amp; Benefits</li> </ul>	<ul style="list-style-type: none"> <li>a. \$70,248 S&amp;C</li> <li>b. \$3,650 (BTSA)</li> <li>Educator Effectiveness</li> <li>c. \$30.64 S&amp;C</li> <li>d. \$136.50 S&amp;C</li> <li>a. Certificated Salaries &amp; Benefits</li> </ul>



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The New Psychology of Success and The Growth Mindset Coach. A teacher's Month-by-Month Handbook for Empowering Students to Achieve.</p>	<p>6<sup>th</sup>/7<sup>th</sup>/8<sup>th</sup> grade classroom = 12 students – one teacher – one paraprofessional – one Special Educational shadow.</p> <p>TIP (Teacher Induction Program – BTSA) was provided for two teachers. One received her clear and one teacher will complete 2019.</p> <p>PLCs took place and teachers shared outcomes from Mindset books.</p> <p>KCSOS provided an instructor twice for Mathematics – teaching mathematic rigor.</p>	<p>b. Certificated Salaries &amp; Benefits</p> <p>c. Supplies</p> <p>d. Supplies</p>	

### Action 1c

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>BIIG (Broadband Infrastructure Grant) more bandwidth for SBAC, Virtual Library, more technology access for teachers and students</p>	<p>Maintained BIIG (Broadband Infrastructure Grant) more bandwidth for SBAC, Virtual Library, more technology access for teachers and students</p>	<p>\$4,032 yearly S/C Services &amp; Other</p>	<p>\$1,603.94 yearly S/C Services &amp; Other</p>

### Action 1d

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>• RTI (Response To Intervention) - 30 minutes pull out a day per targeted student and after school 2 day a week, 1 hour session - Math/ELA tutoring for students</li> <li>• Quarterly Benchmarks will be given to students to assess, reevaluate, reteach, and advance</li> </ul>	<p>RTI looked different this year. No pull-out took place. We had a 'Floating Tutor' that was scheduled for each classroom. Each teacher worked with her own targeted students while the 'Floating Tutor' worked on enrichment programs with remaining students within classroom for 30 minutes a day. This eliminated the RTI students</p>	<p>\$1,000 S/C Certificated Salaries &amp; Benefits</p>	<p>\$7,100.00 S/C Certificated Salaries &amp; Benefits</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	reentering classrooms in the middle of a lesson. 3 times a week, 1 hour session – Math/ELA tutoring for students		

### Action 1e

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Music and Art lessons will each be provided	Music lessons were once a week. Art lessons were not available this year.	No Cost N/A N/A	No Cost N/A N/a

### Action 1f

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
MOU increase with IT 3 times a month to maintain equipment	There was not an MOU this year. We had a part time IT 3 times a month.	\$3,456 S/C Classified Salaries & Benefits	\$1,828.50 S/C Classified salaries and benefits

### Action 1g

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• In Service trainings for Teachers and Paraprofessionals - related to the implementation and access to State Standard curriculum	Focus stemmed around on campus PLCs: sharing and reporting students' progress, guest instructors instructing on mathematical rigor, establishing academic dialogue and a shift toward a school wide	\$4,000 S/C Certificated Salaries & Benefits	\$2,500 S/C Certificated & Classified Salaries

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>• Monthly PLC to share and report on progress of students.</li> <li>• CCSS workshops</li> <li>• Quarterly Benchmarks used as a pacing guide for student progress and to gather ongoing assessment in order to guide curriculum and individualized instruction. District will create benchmark ELA assessment tools and utilize embedded mathematical benchmarks within mathematics' curriculum.</li> </ul>	<p>Positive Mindset approach, Quarterly Benchmarks were used as a pacing guide for student progress and the gathering of ongoing assessment in order to guide curriculum and individualized instruction. District is still working on creating benchmark ELA assessment tools and utilize embedded mathematical benchmarks within mathematics' curriculum.</p>		

## Action 1h

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>RSP teacher will also instruct and meet the need for RTI - Math and/or ELA 30 minutes a day</p>	<p>RSP teacher had a dual role this year. Teacher became a full time General Ed. 3 grades combination teacher and Part Time RSP teacher. The PT RSP teacher over saw the 'Floating Tutor' for RTI and the need for 'Shadowing' particular students.</p>	<p>\$1,000 S/C Certificated Salaries &amp; Benefits</p>	<p>\$1,000 S/C Certificated Salaries &amp; Benefits</p>

## Analysis

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

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

ELA: After gathering data from teachers in our school, the majority of our staff have identified that they are working on awareness of the California ELA standards. Evidence includes: using systematic summative assessments for monitoring mastery of standards and collaborative discussion over results with colleagues to improve mastery of standards. CAASPP ELA scores Fall 2017 grew +15.1 points.

Mathematics: After gathering data from teachers in our school, the majority of our staff have identified that they are working on awareness on the California Mathematic standards. Evidence includes: using systematic summative assessments for monitoring mastery of standards and collaborative discussion over results with colleagues to improve mastery of standards. CAASPP Math scores Fall 2017 grew +9.3 points.

Parental and community Involvement: Was encouraged throughout 2017-2018 via monthly newsletter, mounted posters strategically placed, school events, school committees, and monthly community newspaper.

2 out of 3 teachers participated in the TIP/BTSA program. All teachers are 'Highly Qualified' 'Mindset' and academic dialogue was promoted across campus. PBIS is a daily part of campus life.

'Floating Tutor' traveled to classrooms each day, working with enriching students that had mastery in a focused skill while teachers worked (within her classroom) with targeted students until mastery was obtained.

All pupils have sufficient access to standards-aligned instructional materials.

BIIG Grant was maintained for security cameras, SBAC and online adopted Common Core ELA and Mathematics. 3 times a month IT

Overall Facilities rating: Maintained rating of "Good" from FIT/SARC

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

The "Floating Tutor" showed the greatest success. Students were not pulled out for RTI during science or social studies. Each teacher was scheduled with a 30 minute block for working with targeted students while the rest of the class had an enrichment lessons. Parents, students and staff felt this eliminated undo stress from the returning student that had reentered in the middle of a lesson, causing him/her to be further behind.

Academic dialogue and Positive Mindset has caused students to understand and embrace academic challenges in a more productive and positive way.

Parental and community involvement is slowly increasing.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Extra day for after school tutoring was added – increase \$1,500  
Inservices for teachers and paraprofessional – decrease \$1,500  
Decrease in Action 1b \$7064.00 from Budgeted 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.

N/A

## Goal 2

All students will demonstrate growth in their social and emotional development.

State and/or Local Priorities addressed by this goal:

State Priorities:        Priority 3 (Parent Engagement)  
                                 Priority 6 (Pupil Engagement)

Local Priorities: N/A

## Annual Measureable Outcomes

Expected

Actual

### **Priority 3 (a) Efforts to seek parent input in making decisions for district and school site**

Efforts to seek parent input in making decisions for district increased this year from 60% involvement to 65% in attendance of events.

Parental input in making decisions for district increased this year from 60% involvement to 75% in attendance of events. 100% from Parental Surveys indicated that they felt they were sought after for making important decisions for the district and school site.

Expected	Actual
<p><b>Priority 3 (b) Efforts to seek participation of parents of unduplicated pupils</b> 90% of SED student’s parents will attend Parent Teacher conferences either in person or via phone conference</p>	90% of SED student’s parents attended Parent Teacher conferences either in person or via phone conference
<p><b>Priority 3 (c) Efforts to seek participation of parents for pupils with exceptional needs</b> 100% of parents will attend IEPs and 504s either in person or via phone conference</p>	100% of parents attended IEPs and 504s either in person or via phone conference
<p><b>Priority 6 (a) Pupil Suspension Rate</b> 0.05% (Reported as of May 1<sup>st</sup>)</p>	Fall 2017 – Dashboard – 9.8%, however, only one student in the Fall was suspended for the entire year 2017-2018 out of 46 students - 0.02% (Reported as of May 1 <sup>st</sup> )
<p><b>Priority 6 (b) Pupil Expulsion Rate</b> Maintain 0.0%</p>	Maintained 0.0%
<p><b>Priority 6 (c) Other local measures on sense of safety and school Connectedness</b> Surveys of feeling safe and connectedness to school: Parents: 100% Students: 90% Staff: 100%</p>	Surveys of feeling safe and connectedness to school: Parents: 100% Students: 95% Staff: 100%

## Action 2a

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Positive Behavior Intervention and Supports – Will be awarded each quarter with a trophy and class picture with trophy will be placed in the Fence Post and website. The classroom party and overall trophy will be awarded at the end of the school year	Positive Behavior Intervention and Supports – Were awarded each quarter with a trophy and class picture with trophy placed in the Fence Post and website. The classroom party and overall trophy was awarded at the end of the school year	\$60 S/C Supplies	\$60 S/C Supplies

## Action 2b

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
District will monitor security cameras and alarms system	<ul style="list-style-type: none"> <li>District bought 3 Access Points</li> <li>4 new security cameras</li> <li>Monitor and keypad</li> </ul>	No Cost N/A N/A	<ul style="list-style-type: none"> <li>\$2,526.76</li> <li>\$387.14</li> <li>\$151.16</li> </ul> Base & Supplies

## Action 2c

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Gardening will be used to provide kinetic learning to help assimilate Common Core math and Performance task thinking	Gardening classes took place this year one day a week as weather permitted. Students planted indoor plants in a terrarium that is housed in the school's cafeteria. Gardening Club groomed and planted plants in Adam's Garden. Students received classes in gardening.	\$250 S/C Books & Supplies	\$ 75.00 S/C Books & Supplies

## Action 2d

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
SSC - Each Quarter - 4 times a year the SSC meet and look over: LCAP Goals and progress, approval of Parental Involvement policy, LCAP surveys, etc...	SSC met 4 times this year. They approved Parental Involvement policy. They reviewed LCAP surveys and suggested that surveys be handed out at school events. They kept abreast of LCAP goals and discussed progress. They are still very concerned about a pocket of students poor attendance	No Cost N/A N/A	No cost N/A N/A

## Action 2e

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PTC- More parental involvement. Annual scheduled events: Fall Festival, parent conference meetings, Veteran's Day, Thanksgiving Feast, Santa's Secret Shop, Christmas Program, Outdoor Rec. Day, Talent Show, Whiz Kids, Walk-A-Thon, Art Show, Science Share Day	PTC- There were less parental members' involvement, except there were more community members that came out to the school events and helped. Annual scheduled events: Fall Festival, parent conference meetings, Veteran's Day, Thanksgiving Feast, Santa's Secret Shop, Christmas Program, Outdoor Rec. Day, Talent Show, Whiz Kids, Walk-A-Thon, Science Share Day	No Cost N/A N/A	No Cost N/A N/A

## Action 2f

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>• Parental Volunteers: Help out in the classroom, read with students, etc...</li> <li>• Parents will receive a Parental Workbook at District's online website.</li> <li>• Parent Project Classes offered as Needed</li> </ul>	<ul style="list-style-type: none"> <li>• Parental Volunteers: Did come to help out in the classroom, read with students, etc...</li> <li>• A Parental Workbook is available on District's online website.</li> <li>• Parent Project Classes offered as Needed</li> </ul>	\$0 S/C Books & Supplies	\$0 S/C Books & Supplies

## Analysis

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

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



Parental input in making decisions for district increased this year. LCAP parental surveys, “Parents have enough opportunities to take part in decisions made within the district and are invited to help plan, implement and evaluate instructional materials, strategies and programs” felt 100% ‘Strongly Agreed and Agreed’. School events pulled in large parent and community participation.

PBIS goals were set around Mindset verbiage. Suspension rate went down from the beginning of this year. A Restorative Practice went into practice. Staff participated in “Suicide Prevention/Intervention Training”

Gardening Club provided kinetic learning to help assimilate Common Core math and Performance task thinking. The parent volunteer has a degree in horticulture.

Music lessons were provided to all students this year. Students were able to elect to participate in the lessons once a week. Students were able to check out a keyboard or guitar for practice at home. Lessons were taught by volunteer musicians.

The mounted TV in the office provides visual screenings for 16 mounted security cameras across campus.

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

PBIS goals were set around Mindset verbiage. For example, “Mistakes are opportunities for learning, We love a challenge, I am a valued member of this learning community, My brain is like muscle that grows, Feedback is a gift, accept it, I may not know this yet, and etc...”. The suspension rate went down from the beginning of this year after evaluation of practices. A Restorative Practice then went into place. Staff participated in “Suicide Prevention/Intervention Training” and annually participate in CPI (Crisis Intervention Institute. These awareness trainings help staff to recognize and deescalate potential situations.

Community and parent participation provided and funded large annual school events.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

District needed to do an upgrade and some replacements for IT equipment: Increase - \$3,065.06

Garden Club and classes: Decrease \$175.00

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.

N/A



# Stakeholder Engagement

LCAP Year: 2018-2019

## 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?

Various meetings were held throughout the year to gather input/report progress about the LCAP goals and about their progress 2017-2018.

1. Back-To-School Night: 7/20/2017 (community stakeholders, parents, students)
2. School site Council Meetings: 8/7/17, 10/16/17, 1/22/2018, 4/23/18
3. Board Meetings/2 Trustees' Dinners: 7/19/17, 8/8/17, 9/12/17, 10/10/17, 11/14/17, 12/12/17, 1/9/18, 2/13/18, 3/13/18, 4/17/18, 5/8/18, 6/18/18
4. LCAP/Teacher Development/PLC: twice a month
5. Public Hearing – LCAP and Budget: 6/18/2018
6. Surveys: 3/19/2018 (Parents, Staff, and Students) Parental surveys were mailed with a self-addressed return envelopes. Staff and students filled out their surveys at school.
7. Awards Assemblies: 9/22/17, 12/15/17, 3/23/18, 6/8/18
8. Local Board Approval of budget and LCAP: 6/19/2018

\* There are no bargaining units to console.

## Impact on LCAP and Annual Update

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

1. Back-To-School Night - Parents – District made a poster of the LCAP Goals and explained them to the parents.
2. School Site Council – Council reviewed the LCAP Goals and approved Parent Involvement Board Policy. Concerns over parents understanding the importance of children in school. SSC wanted to know what district's options are for implementing stronger penalties for parents not sending their students to school. SSC also suggested that chronically absent students' parents should

report to school board and share why their student attendance is poor. SSC recommended that the surveys be available at school events for parents to fill out and drop into a container at event. Out of 36 families only 6 surveys were completed and returned.

3. Board Meetings/Trustees' Dinner – Board member attended a Mandatory Sexual Harassment Prevention and Response – 2 hours and received certificate
4. Prop 84 – Going into the 3<sup>rd</sup> Phase – Construction of new water source

5. LCAP/Teacher Development/PLC: Teachers read the book Mindset, The New Psychology of Success – Collaboration and practices generated around conversations related to book enhanced teaching practices. Teachers will continue with the 'Mindset' philosophy 2018-2019 and embrace Robert Marzano's effective professional pedagogy. Teachers will focus on Marzano's 9 High Impact Instructional Strategies to maximize teachers' abilities to enhance student achievement in Language Arts and Mathematics.

6. Surveys – Parents, students, and staff felt school environment is safe and clean. General consensus – difficulty in understanding the Mathematics Common Core – want to return to past math computations. Students would like more reading and math time. More computers for classrooms. Classes taught on robotics and computer programming. More music and art lessons. Staff would like to increase their capacity to provide best practice pedagogy with high expectations for all students. Staff want to make sure that District does not just focus on underachieving students, but also reaching the higher achieving student population.

7. Awards' Assembly – Parents were reminded about the importance of attendance and academics – LCAP Goals were reviewed

8. Local Board Approval of LCAP and Budget - June 19, 2018

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

## Goal 1

All students will demonstrate growth in literacy and numeracy leading to college and career paths.

### State and/or Local Priorities addressed by this goal:

### Identified Need:

District Benchmark and SBAC dashboard scores are an indication that SBAC Mathematics – 63.9 points below level 3 – increased 9.3 points and SBAC ELA – 23 points below level 3 – increased 15.1 points is for ‘All Students’

## Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	0.0%	Goal: Maintain 0.0% Actual: 0.0%	Goal: Maintain 0.0%	Goal: Maintain 0.0%
<b>Priority 1 (b) Pupils have sufficient access to standards-aligned instructional materials</b>	100% of pupils have sufficient access to standards-aligned instructional materials	Goal: Maintain 100% of pupils having sufficient access to standards-aligned instructional materials Actual: 100%	Goal: Maintain 100% of pupils having sufficient access to standards-aligned instructional materials	
	Rating from FIT/SARC Rating of 'Good'	Goal: Maintain rating of "Good" from FIT/SARC Actual: "Good"	Goal: Maintain rating of "Good" from FIT/SARC	Goal: Maintain rating of "Good" from FIT/SARC
<b>Priority 2 (a) Implementation of the academic content and performance standards adopted by the state board</b>	"Substantially" as defined by the APS and Administrator	Goal: "Fully" as defined by the APS and Administrator Actual: "Fully"	Goal: "Fully" as defined by the APS and Administrator	Goal: "Fully" as defined by the APS and Administrator
<b>Priority 2 (b) Programs/ Services to enable English Learners access to CCSS and ELD standards</b>	N/A Caliente currently does not serve any EL students.	N/A Caliente currently does not serve any EL students.	N/A Caliente currently does not serve any EL students.	
<b>Priority 4 (a) State Assessments</b>	CAASPP ELA- 'Orange' maintained	Goal: CAASPP ELA- 'Yellow'	Goal: CAASPP ELA- 'Yellow' Maintained	CAASPP ELA- 'Green'

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Math-‘Orange’ Declined	Actual: ‘Yellow’ +15.1 points  Math-‘Yellow’ Actual: ‘Yellow’ +9.3 points	Math-‘Yellow’ Maintained	Math-‘Green’
<b>Priority 4 (b) API</b>	N/A	N/A	N/A	N/A
<b>Priority 4 (c) Percent of students completing a CTE Course Sequence</b>	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A
<b>Priority 4 (e) EL Reclassification rate</b>	N/A	N/A	N/A	N/A
<b>Priority 4 (f) Percent of students passing AP exams</b>	N/A	N/A	N/A	N/A
<b>Priority 4 (g) EAP College</b>	N/A	N/A	N/A	N/A
<b>Priority 5(a) Attendance rate</b>	91.66%	Goal: 93% Actual: 93.35	Goal: 93.5 %	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Priority 5 (b) Chronic Absenteeism Rate</b>	34.6%	Goal: 33.5% Actual: 26%	25.5%	25%
<b>Priority 5 (c) Middle School Dropout Rate</b>	N/A	N/A	N/A	N/A
<b>Priority 5 (d) High School Dropout Rate</b>	N/A	N/A	N/A	N/A
<b>Priority 5 (e) High School Graduation Rate</b>	N/A	N/A	N/A	N/A
<b>Priority 7 (a) Extent to which pupils have access to and are enrolled in a broad course of study</b>	100% of students have access to a broad course of study	Goal: Maintain 100% of students have access to a broad course of study  Actual: 100%	Goal: Maintain 100% of students have access to a broad course of study	Goal: Maintain 100% of students have access to a broad course of study
<b>Priority 7 (b) Extent to which pupils have access to and are enrolled in programs/ services for unduplicated pupils</b>	Programs and services are developed and provided to 100% of unduplicated pupils  Programs and services are based on state standards and student needs as indicated by local assessment data.	Goal: Maintain Programs and services are developed and provided to 100% of unduplicated pupils  Actual: 100%	Goal: Maintain Programs and services are developed and provided to 100% of unduplicated pupils	Goal: Maintain Programs and services are developed and provided to 100% of unduplicated pupils
<b>Priority 7 (c) Extent to which pupils have access to and are enrolled in programs/</b>	Programs and services are developed and provided to 100% of exceptional needs pupils Programs and services	Goal: Maintain Programs and services are developed and provided to 100% of exceptional needs pupils	Goal: Maintain Programs and services are developed and provided to 100% of exceptional needs pupils	Goal: Maintain Programs and services are developed and provided to 100% of exceptional needs pupils



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>services for pupils with exceptional needs</b>	are based on state standards and student needs as indicated by local assessment data based on agreed upon IEPs.	Actual: 100%		
<b>Priority 8 (a) Other Student Outcomes</b>	Physical Fitness Test results- 72.45% (5th& 8th) fall into the HF (Healthy Fitness Zone)	Goal: Physical Fitness Test results- 73% (5th& 8th) fall into the HF (Healthy Fitness Zone)  Actual: 68%	Physical Fitness Test results- 70% (5th& 8th) fall into the HF (Healthy Fitness Zone)	Physical Fitness Test results- 75% (5th& 8th) fall into the HF (Healthy Fitness Zone)

## 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 1a

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

**Students to be Served:**

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

N/A

**Location(s):**

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

N/A

**OR**

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

**Students to be Served:**

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

Low Income

**Scope of Services:**

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

LEA-Wide

**Location(s):**

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

All School

**Actions/Services**

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

Unchanged

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

Unchanged

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

Unchanged

**2017-18 Actions/Services**

- Visual Charts are in the cafeteria listing every classroom with a fill in graph. Students are able to see how their classroom is doing with perfect attendance.
- At the end of the quarter, during the Award Assembly, the Classroom Perfect Attendance Winner are announced and classroom did receive a trophy. At the end of the year, the classroom with the highest score for Perfect Attendance will receive a classroom party and overall trophy.
- Parents are invited to quarterly award's assemblies and the importance of students' attendance is shared in a multiple of venues.
- Community has a part time Deputy Sheriff. District is in on going collaboration with Deputy Sheriff and CPS as needed for truancy's issues;

**2018-19 Actions/Services**

- Visual Charts are in the cafeteria listing every classroom with a fill in graph. Students are able to see how their classroom is doing with perfect attendance.
- At the end of the quarter, during the Award Assembly, the Classroom Perfect Attendance Winner are announced and classroom did receive a trophy. At the end of the year, the classroom with the highest score for Perfect Attendance will receive a classroom party and overall trophy.
- Parents are invited to quarterly award's assemblies and the importance of students' attendance is shared in a multiple of venues.
- Community has a part time Deputy Sheriff. District is in on going collaboration with Deputy Sheriff and CPS as needed for truancy's issues;

**2019-20 Actions/Services**

- Visual Charts are in the cafeteria listing every classroom with a fill in graph. Students are able to see how their classroom is doing with perfect attendance.
- At the end of the quarter, during the Award Assembly, the Classroom Perfect Attendance Winner are announced and classroom did receive a trophy. At the end of the year, the classroom with the highest score for Perfect Attendance will receive a classroom party and overall trophy.
- Parents are invited to quarterly award's assemblies and the importance of students' attendance is shared in a multiple of venues.
- Community has a part time Deputy Sheriff. District is in on going collaboration with Deputy Sheriff and CPS as needed for truancy's issues;

2017-18 Actions/Services

College Community Services provides counselling services for students as needed. There is also an ongoing partnership with CPS.

2018-19 Actions/Services

College Community Services provides counselling services for students as needed. There is also an ongoing partnership with CPS.

2019-20 Actions/Services

College Community Services provides counselling services for students as needed. There is also an ongoing partnership with CPS.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$130	\$130	\$130
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Supplies	Supplies	Supplies

**Action 1b**

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

**Students to be Served:**

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

N/A

**Location(s):**

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

N/A

**OR**

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

**Students to be Served:**

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

Low Income

**Scope of Services:**

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

LEA-Wide

**Location(s):**

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

All School

**Actions/Services**

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

Modified

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

Unchanged

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

Unchanged

**2017-18 Actions/Services**

- Maintain small class sizes to provide students with a lower student to teacher ratio. The district will employ 3 general education teachers• BTSA/Intern
- Teacher/Staff Handbook
- Book to be read during year for PLC: Mindset –The New Psychology of Success and The Growth Mindset Coach. A teacher’s Month-by-Month Handbook for Empowering Students to Achieve

**2018-19 Actions/Services**

- Maintain small class sizes to provide students with a lower student to teacher ratio. The district will employ 3 general education Teachers
- BTSA/Intern
- Teacher/Staff Handbook
- PLC: Classroom Instruction That Works: Research Based Strategies For Increasing Student Achievement ~ Robert Marzano online trainings.

**2019-20 Actions/Services**

- Maintain small class sizes to provide students with a lower student to teacher ratio. The district will employ 3 general education teachers
- BTSA/Intern
- Teacher/Staff Handbook
- Book to be read during year for PLC: At the end of 2018-2019 school year, teachers will select a new book for 2019-2020 school year.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	a. \$77,312 b. \$3,650 (BTSA) c. \$30.64	a. \$77,312 b. \$3,650 (BTSA)	a. \$77,312 b. \$3,650 (BTSA)

Year	2017-18	2018-19	2019-20
	d. \$136.50		
Source	Supplemental/Concentration	a. Supplemental/Concentration b. Title II	a. Supplemental/Concentration b. Title II
Budget Reference	a. Certificated Salaries & Benefits b. Certificated Salaries & Benefits c. Supplies d. Supplies	a. Certificated Salaries & Benefits b. Certificated Salaries & Benefits	a. Certificated Salaries & Benefits b. Certificated Salaries & Benefits

## Action 1c

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

**Students to be Served:**

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

N/A

**Location(s):**

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

N/A

**OR**

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

**Students to be Served:**

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

Low Income

**Scope of Services:**

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

LEA Wide

**Location(s):**

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

All Schools

### Actions/Services

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

Modified

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

Unchanged

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

Unchanged

2017-18 Actions/Services

BIIG (Broadband Infrastructure Grant) more bandwidth for SBAC, Virtual Library, more technology access for teachers and students

2018-19 Actions/Services

BIIG (Broadband Infrastructure Grant) more bandwidth for SBAC, Virtual Library, more technology access for teachers and students

2019-20 Actions/Services

BIIG (Broadband Infrastructure Grant) more bandwidth for SBAC, Virtual Library, more technology access for teachers and students

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,032 yearly	\$4,032 yearly	\$4,032 yearly
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Services & Other	Services & Other	Services & Other

## Action 1d

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

**Students to be Served:**

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

N/A

**Location(s):**

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

N/A

**OR**

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

**Students to be Served:**

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

Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

Modified

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

Unchanged

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

Unchanged

**2017-18 Actions/Services**

- RTI (Response To Intervention) - 30 minutes pull out a day per targeted student and after school 2 day a week, 1 hour session - Math/ELA tutoring for students
- Quarterly Benchmarks will be given to students to assess, reevaluate, reteach, and advance

**2018-19 Actions/Services**

- RTI (Response To Intervention) – ‘Floating Tutor’ works 30 minutes in each classroom setting providing student enrichment while teacher works with non-proficient targeted ELA/Math students.
- 1 hour session - Math/ELA tutoring for students 3 times a week.
- Quarterly Benchmarks will be given to students to assess, reevaluate, reteach, and advance.

**2019-20 Actions/Services**

- RTI (Response To Intervention) – ‘Floating Tutor’ works 30 minutes in each classroom setting providing student enrichment while teacher works with non-proficient targeted ELA/Math students.
- 1 hour session - Math/ELA tutoring for students 3 times a week.
- Quarterly Benchmarks will be given to students to assess, reevaluate, reteach, and advance.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$2,500	\$7,100	\$7,100
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration

Year	2017-18	2018-19	2019-20
Budget Reference	Certificated Salaries & Benefits	Certificated Salaries & Benefits	Certificated Salaries & Benefits

## Action 1e

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

**Students to be Served:**

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

N/A

**Location(s):**

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

N/A

**OR**

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

**Students to be Served:**

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

Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

### Actions/Services

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

Modified

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Music and Art lessons will each be provided

2018-19 Actions/Services

Music and Art lessons will each be

2019-20 Actions/Services

Music and Art lessons will each be



2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

provided

provided

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	No Cost	No Cost	No Cost
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

**Action 1f**

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

**Students to be Served:**

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

N/A

**Location(s):**

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

N/A

**OR**

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

**Students to be Served:**

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

Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

MOU increase with IT 3 time a month to maintain equipment

2018-19 Actions/Services

IT 3 times a month to maintain equipment

2019-20 Actions/Services

IT 3 times a month to maintain equipment

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$3,456	\$2,000.00	\$2,000.00
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Classified Salaries & Benefits	Classified Salaries & Benefits	Classified Salaries & Benefits

**Action 1g**

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

**Students to be Served:**

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

N/A

**Location(s):**

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

N/A

**OR**

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

**Students to be Served:**

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

Low Income

**Scope of Services:**

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

LEA-Wide

**Location(s):**

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

All Schools

**Actions/Services**

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

Unchanged

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

Unchanged

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

Unchanged

**2017-18 Actions/Services**

- In Service trainings for Teachers and Paraprofessionals - related to the implementation and access to State Standard curriculum
  - Monthly PLC to share and report on progress of students.
  - CCSS workshops
  - Quarterly Benchmarks used as a pacing guide for student progress and to gather ongoing assessment in order to guide curriculum and individualized instruction. District will create benchmark ELA assessment tools and utilize embedded mathematical benchmarks within mathematics' curriculum

**2018-19 Actions/Services**

- In Service trainings for Teachers and Paraprofessionals - related to the implementation and access to State Standard curriculum
  - Monthly PLC to share and report on progress of students.
  - CCSS workshops
  - Quarterly Benchmarks used as a pacing guide for student progress and to gather ongoing assessment in order to guide curriculum and individualized instruction. District will create benchmark ELA assessment tools and utilize embedded mathematical benchmarks within mathematics' curriculum

**2019-20 Actions/Services**

- In Service trainings for Teachers and Paraprofessionals - related to the implementation and access to State Standard curriculum
  - Monthly PLC to share and report on progress of students.
  - CCSS workshops
  - Quarterly Benchmarks used as a pacing guide for student progress and to gather ongoing assessment in order to guide curriculum and individualized instruction. District will create benchmark ELA assessment tools and utilize embedded mathematical benchmarks within mathematics' curriculum

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$4,000	\$4,000	\$4,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Certificated Salaries & Benefits	Certificated Salaries & Benefits	Certificated Salaries & Benefits

## Action 1h

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

**Students to be Served:**

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

**Location(s):**

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

N/A

N/A

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

Low Income

LEA-wide

All Schools

**Actions/Services**

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

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

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

Unchanged

Unchanged

Unchanged

### 2017-18 Actions/Services

RSP teacher will also instruct and meet the need for RTI - Math and/or ELA 30 minutes a day

### 2018-19 Actions/Services

Gen Ed/RSP teacher will oversee, instruct, maintain IEPs and consult with Gen Ed teachers

### 2019-20 Actions/Services

Gen Ed/RSP teacher will oversee, instruct, maintain IEPs and consult with Gen Ed teachers

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	\$1,000
Source	Supplemental/Concentration	Base	Base
Budget Reference	Certificated Salaries & Benefits	Certificated Salaries & Benefits	Certificated Salaries & Benefits

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

Unchanged

## Goal 2

All students will demonstrate growth in their social and emotional development.

### State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 3 (Parent Engagement)  
                              Priority 6 (Student Engagement)

Local Priorities:    N/A

## Identified Need:

District recognizes children come from different environments and those daily environmental changes affect their everyday learning capacity. District will continue to monitor, evaluate and focus on suspension rates. Dashboard indicates 9.8% - increased 2.3%

## Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Priority 3 (a)</b> Efforts to seek parent input in making decisions for district and school sites	Efforts to seek parent input in making decisions for district increased this year from 55% involvement to 60% in attendance of events.	Goal: Efforts to seek parent input in making decisions for district increased this year from 55% involvement to 60% in attendance of events. Actual: 75%	Efforts to seek parent input in making decisions for district increased this year from 75% involvement to 80% in attendance of events.	Efforts to seek parent input in making decisions for district increased this year from 80% involvement to 85% in attendance of events.
<b>Priority 3 (b)</b> Efforts to seek participation of parents of unduplicated pupils	Promotions were made by: Flyers sent home and hung on bulletin boards throughout community, advertisement in local paper and bulletin boards on displayed at district.	90% of SED student's parents will attend Parent Teacher conferences either in person or via phone conference. Actual: 90%	95% of SED student's parents will attend Parent Teacher conferences either in person or via phone conference.	100% of SED student's parents will attend Parent Teacher conferences either in person or via phone conference
<b>Priority 3 (c)</b> Efforts to seek participation of parents for pupils with exceptional needs		100% of parents will attend IEPs and 504s either in person or via phone conference Actual: 100%	100% of parents will attend IEPs and 504s either in person or via phone conference	100% of parents will attend IEPs and 504s either in person or via phone conference

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Priority 6 (a)</b> Pupil suspension rate	0.06% (Reported as of May 1 <sup>st</sup> )	0.05% (Reported as of May 1 <sup>st</sup> ) Actual:.02%	0.04% (Reported as of May 1 <sup>st</sup> )	0.03% (Reported as of May 1 <sup>st</sup> )
Priority 6 (b) Pupil expulsion rate	- 0.0% (Reported as of May 1 <sup>st</sup> )	Maintain 0.0% Actual: 0.0%	Maintain 0.0%	Maintain 0.0%
<b>Priority 6 (c)</b> Other local measures on sense of safety and school connectedness	Surveys of feeling safe and connectedness to school: Parents: 100% Students: 80% Staff: 100%	Surveys of feeling safe and connectedness to school: Parents: 100% Students: 90% Staff: 100% Actual:Parents:100% Students: 95% Staff: 100%	Surveys of feeling safe and connectedness to school: Parents: 100% Students: 96% Staff: 100%	Surveys of feeling safe and connectedness to school: Parents: 100% Students:100% Staff: 100%

## 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 2a

--

**Students to be Served:**

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

**Location(s):**

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

N/A	[N/A
-----	------

OR

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

**Students to be Served:**

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

Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

Unchanged

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

Unchanged

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

Unchanged

**2017-18 Actions/Services**

Positive Behavior Intervention and Supports – will be awarded each quarter with a trophy and class picture with trophy will be placed in the Fence Post and website. The classroom party and overall trophy will be awarded at the end of the school year.

**2018-19 Actions/Services**

Positive Behavior Intervention and Supports – Will be awarded each quarter with a trophy and class picture with trophy will be placed in the Fence Post and website. The classroom party and overall trophy will be awarded at the end of the school year.

**2019-20 Actions/Services**

Positive Behavior Intervention and Supports – will be awarded each quarter with a trophy and class picture with trophy will be placed in the Fence Post and website. The classroom party and overall trophy will be awarded at the end of the school year.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$60	\$60	\$60
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Supplies	Supplies	Supplies



## Action 2b

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

**Students to be Served:**

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

N/A

**Location(s):**

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

N/A

OR

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

**Students to be Served:**

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

Low Income

**Scope of Services:**

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

LEA-Wide

**Location(s):**

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

All Schools

**Actions/Services**

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

District will monitor security cameras and alarms system

2018-19 Actions/Services

District will monitor security cameras and alarms system

2019-20 Actions/Services

District will monitor security cameras and alarms system

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	No cost	N/A	N/A
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

## Action 2c

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

**Students to be Served:**

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

**Location(s):**

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

N/A]

N/A

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

Low Income

LEA-wide

All Schools

**Actions/Services**

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

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

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

Unchanged

Unchanged

Unchanged

**2017-18 Actions/Services**

Gardening will be used to provide kinetic learning to help assimilate Common Core math and Performance task thinking

**2018-19 Actions/Services**

Gardening will be used to provide kinetic learning to help assimilate Common Core math and Performance task thinking

**2019-20 Actions/Services**

Gardening will be used to provide kinetic learning to help assimilate Common Core math and Performance task thinking

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$250	\$250	\$250
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Books & Supplies	Books & Supplies	Books & Supplies

**Action 2d**

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

**Students to be Served:**

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

N/A

**Location(s):**

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

N/A

**OR**

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

**Students to be Served:**

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

Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

SSC - Each Quarter - 4 times a year the SSC meet and look over: LCAP Goals and progress, approval of Parental Involvement policy, LCAP surveys, etc...

2018-19 Actions/Services

SSC - Each Quarter - 4 times a year the SSC meet and look over: LCAP Goals and progress, approval of Parental Involvement policy, LCAP surveys, etc...

2019-20 Actions/Services

SSC - Each Quarter - 4 times a year the SSC meet and look over: LCAP Goals and progress, approval of Parental Involvement policy, LCAP surveys, etc...

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	No Cost	No Cost	No Cost
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

**Action 2e**

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

**Students to be Served:**

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

N/A

**Location(s):**

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

N/A

**OR**

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

**Students to be Served:**

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

Low Income

**Scope of Services:**

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

LEA-Wide

**Location(s):**

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

All Schools

**Actions/Services**

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

Unchanged

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

Unchanged

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

Unchanged

**2017-18 Actions/Services**

PTC- More parental involvement. Annual scheduled events: Fall Festival, parent conference meetings, Veteran's Day, Thanksgiving Feast, Santa's Secret Shop, Christmas Program, Outdoor Rec. Day, Talent Show, Whiz Kids, Walk-A-Thon, Art Show, Science Share Day

**2018-19 Actions/Services**

PTC- More parental involvement. Annual scheduled events: Fall Festival, parent conference meetings, Veteran's Day, Thanksgiving Feast, Santa's Secret Shop, Christmas Program, Outdoor Rec. Day, Talent Show, Whiz Kids, Walk-A-Thon, Art Show, Science Share Day

**2019-20 Actions/Services**

PTC- More parental involvement. Annual scheduled events: Fall Festival, parent conference meetings, Veteran's Day, Thanksgiving Feast, Santa's Secret Shop, Christmas Program, Outdoor Rec. Day, Talent Show, Whiz Kids, Walk-A-Thon, Art Show, Science Share Day

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	No Cost	No Cost	No Cost
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

## Action 2f

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

**Students to be Served:**

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

N/A

**Location(s):**

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

N/A

**OR**

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

**Students to be Served:**

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

Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

Unchanged

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

Unchanged

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

Unchanged

**2017-18 Actions/Services**

- Parental Volunteers: Help out in the classroom, read with students, etc...
- Parents will receive a Parental Workbook at District's online website.
- Parent Project Classes offered as needed.

**2018-19 Actions/Services**

- Parental Volunteers: Help out in the classroom, read with students, etc...
- Parents will receive a Parental Workbook at District's online website.
- Parent Project Classes offered as needed.

**2019-20 Actions/Services**

- Parental Volunteers: Help out in the classroom, read with students, etc...
- Parents will receive a Parental Workbook at District's online website.
- Parent Project Classes offered as needed.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$0	No Cost	No Cost
Source	Supplemental/Concentration	N/A	N/A
Budget Reference	Books & Supplies	N/A	N/A





# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$85,720

16.86% %

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).

**LEA-Wide and Schoolwide Use of Funds:** Students enrollment is 74% unduplicated. Unduplicated students are identified as Socioeconomically Disadvantaged (SED), as English Learners (EL), or as Foster Youth. Due to the high unduplicated student count at the one school district site, the district's only reasonable, responsible, and appropriate course of action is to ensure educational equity for all students. Funding is being used to provide students with small class sizes, maintaining instructional days, provide access to technology, support a positive social and emotional well-being, and increase performance levels for all students. Action items 1a -1h and 2a - f are principally directed to our high need students in order to achieve the program's goals for its unduplicated students.

- PBIS
- Attendance/Positive Behavior incentives
- Maintain small class sizes
- Maintain instructional days
- Provide improved access to technology
- Academic Field Trips
- Professional Development
- Credentialed tutoring after school and transportation if needed
- Parent Project

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$84,060

16.46%

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).

**LEA-Wide and Schoolwide Use of Funds:** Students enrollment is 79% unduplicated. Unduplicated students are identified as Socioeconomically Disadvantaged (SED), as English Learners (EL), or as Foster Youth. Due to the high unduplicated student count at the one school district site, the district's only reasonable, responsible, and appropriate course of action is to ensure educational equity for all students. Funding is being used to provide students with small class sizes, maintaining instructional days, provide access to technology, support a positive social and emotional well-being, and increase performance levels for all students. Action items 1a -1h and 2a - f are principally directed to our high need students in order to achieve the program's goals for its unduplicated students.

- PBIS
- Attendance/Positive Behavior incentives
- Maintain small class sizes
- Maintain instructional days
- Provide improved access to technology
- Academic Field Trips
- Professional Development
- Credentialed tutoring after school and transportation if needed
- Parent Project

# Addendum

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

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

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

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

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

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

## **Instructions: Linked Table of Contents**

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

### **Plan Summary**

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

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

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the 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/fq/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; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

## Annual Measurable Outcomes

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

## Actions/Services

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

## Analysis

Using actual annual measurable outcome data, including data from the 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, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

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

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

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

## Goals, Actions, and Services

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

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

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

### New, Modified, Unchanged

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

### Goal

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

### Related State and/or Local Priorities

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

### Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the 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 included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

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

#### Students to be Served

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

#### Location(s)

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

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

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

#### Students to be Served

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

#### Scope of Service

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



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

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

#### Location(s)

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

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

#### Actions/Services

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

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

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

action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

### **Budgeted Expenditures**

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

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

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

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

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

### **Estimated Supplemental and Concentration Grant Funds**

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

### **Percentage to Increase or Improve Services**

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address

how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

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

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

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

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

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

# State Priorities

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

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

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

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

**Priority 3: Parental Involvement** addresses:

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

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

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

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

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

E. High school graduation rates;

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

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

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

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

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

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

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

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

**Local Priorities** address:

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

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

- (1) The number of 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?