

LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Le Grand Union Elementary School District TK-8th Grade		
Contact Name and Title	Rosina Hurtado Superintendent	Email and Phone	rhurtado@lgeom.org 209-389-1000

2017-20 Plan Summary

THE STORY

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

The Le Grand Union Elementary School District is a one school district serving 400 TK-8th Grade students. The school is the only K-8 school in the town of Le Grand, CA. Le Grand, CA is a town of 1659 residents located in Merced County, 14 miles east-southeast of the town of Merced. The median family income is 38,573 and the per capita income is 14,409. As of the 2010 census 82% of the population is Hispanic, 15% White and 3% other. 48% of the adults 25 and over have a high school diploma and 5.7 of that group have a bachelor degree or higher. About 52% of the adults 25 and older have not graduated from high school. The LEA provides a comprehensive TK-8th grade instructional program for 180 days per year. It runs a daily after school program from the time students are dismissed until 6:00 PM and there is homework and intervention assistance available everyday after school and for three weeks during the summer.

LCAP HIGHLIGHTS

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

Continued staff development support in Math, ELA, Science and Technology to improve the teaching and learning in the classroom. Combine a staff development day with a buy back day so all staff can attend a Fall CUE Conference. Increasing the number of students that can be served by the Reading Intervention Lab so students in 1st Grade can receive services. Add additional staff to provide more students with intervention in Math. Support staff with an integrated technology project or task to raise the level of instruction in the classroom. Provide more students will opportunities to participate in social emotional skill building groups. Provide a variety of parent activities to promote parent involvement and build supportive families. Complete the one to one personal device inventory. Hire, train and retain a highly quality staff and support them with competitive salaries and benefits.

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

Math student intervention class that served 32 intensive level students (90% unduplicated) improved student results. 19/32 improved from intensive to intervention (less than one year below grade level) and 5/32 were still intensive but grew by an average of two grade levels. We will build on these results by adding additional staff to the lab and serving additional students.

Reading lab served 49 students. In prior years only 2nd - 4th grade students could be accommodated. This year 18 1st graders were served of which 12 reached grade level or higher. An additional 4 students grew 1/2 year from February to May. 18/27 2nd - 4th grade students reached grade level or above. We will build on these results by providing staffing that makes it possible to intervene in 1st grade where the gap is narrower.

Math CAASSP scores improved significantly +20.6 points with all sub groups making gains.

ELA CAASP scores improved by +8 points.

The school provided 6 Parent Involvement Events with a total of 126 parents participation. Parent satisfaction surveys indicated that 94% of parents strongly agreed that they were satisfied with the parent involvement program. We will build on these results by adding an additional event of interest to parents next year.

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

English Learner progress was in the red category. The LEA's LCAP has actions and services to address bridging the gap for students who are English Learners, Low Socio-economic or Foster Youth in Language Arts and Math. The steps in the plan to improve in these areas include improving the teaching and learning in the classroom by providing teachers with staff development, providing homework help and additional learning time, ensuring that the classrooms are equipped with learning tools and instructional materials needed to acquire the necessary skills for future readiness and ensuring students are present daily to take advantage of learning opportunities. This should lead to additional EL students meeting growth targets on CELDT and increase the number of students who meet reclassification criteria.

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?

There were no state indicators for which performance for any student group was two or more performance levels below the “all student” performance.

PERFORMANCE GAPS

INCREASED OR IMPROVED SERVICES

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

The most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth will be by improving initial teaching and learning in the classroom, providing intervention for ELA at an earlier grade while the gaps are smaller and by working with parents to prevent lost academic time. Teacher staff development in writing, math and the integration of technology within CCSS instruction will improve the quality and rigor of first instruction. Additional staff to provide intervention to more students at an earlier grade level will address gaps before they widen. Additional attention to lost academic time through monthly attendance meetings, the SARB process and the District's MOU with the Merced County District Attorney's Office, the Merced County Office of Education and the county truancy officer hired under the Here To Learn Program will assist in working with families to address the issue of lost academic time.

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	\$4,568,305
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$2,682,800.00

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.

Expenditures out of General Fund that are not included in the LCAP are certificated salaries, classified salaries, transportation and maintenance/operations.

\$3,832,715	Total Projected LCFF Revenues for LCAP Year
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Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1

Students will be successful in ELA, math, science and informational literacy.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Implementation of the CCSS and Next Generation Science Standards as measured by classroom observations and walk throughs with 90% teachers trained.

Technology integration with CCSS instruction with 50% trained Year 2 as measured by observations

All students have access to standards aligned materials

ELA and Math CAASPP All 5 from baseline
 ELA and Math CAASPP EL, Hispanic, Low Socio Econ +5 from baseline

DRA 60% at grade level in 3rd Grade

Increase of EL's meet AMAO 1 and AMAO 2

Increase in reclassification rates

ACTUAL

100% CCSS training in Writing with implementation measured by writing samples and grade level team rubric scoring.

100% of teachers trained by grade level per needs based survey and guided through practice with Technology Coordinator support.
 2nd-8th grade teachers trained to use i-ready diagnostic as measured by student diagnostic reports.
 K-2 teachers trained in Waterford Reading.

100% of students had access to standards aligned materials as measured by the William's checklist.

English Language Arts +8 points
 Math +26 points

3rd Grade DRA 37/41 scored OP grade level or higher.

33% of EL students scored Level 4 or 5. 46% scored at Level 3. EL score 57.4

Reclassification rates- 6 students reclassified, goal not met.

ACTIONS / SERVICES

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

Action	1	
Actions/Services	<p>PLANNED Ensure all students have access to standards aligned materials as measured by district inventory and Williams checklist.</p>	<p>ACTUAL 100% of students had standards aligned instructional materials as measured by MCOE's William's checklist September 2016 and the district inventory July 2016.</p>
Expenditures	<p>BUDGETED Instructional Materials 4000-4999: Books And Supplies Supplemental and Concentration 60,000</p>	<p>ESTIMATED ACTUAL Instructional Materials 4000-4999: Books And Supplies Supplemental and Concentration 63,000</p>
Action	2	
Actions/Services	<p>PLANNED Professional Development to support the implementation of CCSS and Next Generation Science Standards.</p>	<p>ACTUAL Professional Development to support the implementation of CCSS and Next Generation Science Standards.</p>
Expenditures	<p>BUDGETED Provide collaboration and planning time on early release days. 1000-1999: Certificated Personnel Salaries Base 54,000 Provide workshops, collaboration, and planning time during non contracted hours. Teacher hourly rate. 1000-1999: Certificated Personnel Salaries Supplemental 40,000 Contract with MCOE and other professional development providers. 5800: Professional/Consulting Services And Operating Expenditures Concentration 20,000 CUE Technology Training 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 20,000</p>	<p>ESTIMATED ACTUAL 33 early release days 1000-1999: Certificated Personnel Salaries Base 54,000 Provided workshops, collaboration, and planning time during non contracted hours. Teacher hourly rate. 1000-1999: Certificated Personnel Salaries Supplemental 16,700 Contracted with professional development providers. 5800: Professional/Consulting Services And Operating Expenditures Concentration 3,900 Attended CUE Technology Training 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 14,350</p>
Action	3	
Actions/Services	<p>PLANNED Provide extra support to students in ELA and ELD</p>	<p>ACTUAL Provided extra support to students in ELA and ELD</p>
Expenditures	<p>BUDGETED Support teacher for small group, intensive intervention. 183 days 1000-1999: Certificated Personnel Salaries Supplemental 65,000 Provide additional intervention services after school and Saturday school. Teacher supplemental instruction hourly rate. 1000-1999: Certificated Personnel Salaries Concentration 24,000 Provide additional intervention services during summer break. Teacher supplemental instruction hourly rate.</p>	<p>ESTIMATED ACTUAL Provided support teacher for small group, intensive intervention. 183 days 1000-1999: Certificated Personnel Salaries Supplemental 28,000 Provided additional intervention services after school and Saturday school. Teachers received supplemental instruction hourly rate. 1000-1999: Certificated Personnel Salaries Concentration 18,000 Provided additional intervention services during summer break. Teacher were paid at supplemental instruction hourly rate.</p>

1000-1999: Certificated Personnel Salaries Supplemental 65,000
 Reading Lab Instructional Assistant 2000-2999: Classified Personnel Salaries Concentration 9,000
 Reading Specialist/Coach 50% 1000-1999: Certificated Personnel Salaries Supplemental 59,000

1000-1999: Certificated Personnel Salaries Supplemental 23,000
 Provided a Reading Lab Instructional Assistant 2000-2999: Classified Personnel Salaries Concentration 9,000
 Students received services from the Reading Specialist/Coach 50% 1000-1999: Certificated Personnel Salaries Supplemental 59,000

Action **4**

Actions/Services

PLANNED
 Provide extra support to students in Math

ACTUAL
 Provided extra support to students in Math

Expenditures

BUDGETED
 Support clinician/teacher for small group, intensive intervention. 183 days 1000-1999: Certificated Personnel Salaries Supplemental 45,000
 Provide additional intervention services after school and Saturday school. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 12,000
 Provide additional intervention services during summer break.
 1000-1999: Certificated Personnel Salaries Supplemental 25,000

ESTIMATED ACTUAL
 Support clinician/teacher provided intensive intervention for small group 183 days 1000-1999: Certificated Personnel Salaries 36,000
 Support clinician/teacher for small group, intensive intervention. 183 days 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 12,000
 Provide additional intervention services during summer break. 1000-1999: Certificated Personnel Salaries Supplemental 23,000

Action **5**

Actions/Services

PLANNED
 Provide instructional aides in K-3 to lower adult:student ratio for instruction

ACTUAL
 Provide instructional aides in K-3 to lower adult:student ratio for instruction

Expenditures

BUDGETED
 Instructional Aides 2000-2999: Classified Personnel Salaries Title I 30,000

ESTIMATED ACTUAL
 Instructional Aides 2000-2999: Classified Personnel Salaries Title I 43,000

Action **6**

Actions/Services

PLANNED
 Provide high quality classroom assistants to support learning in Math for English Learners, students affected by low socioeconomics, and foster youth.

ACTUAL
 Provide high quality classroom assistants to support learning in Math for English Learners, students affected by low socioeconomics, and foster youth.

Expenditures

BUDGETED
 Classroom Math Instructional Assistants in K-3 2000-2999: Classified Personnel Salaries Supplemental and Concentration 35,000

ESTIMATED ACTUAL
 Classroom Math Instructional Assistants in K-3 2000-2999: Classified Personnel Salaries Supplemental and Concentration 25,000

Action **7**

Actions/Services

PLANNED
 Provide high quality classroom assistants to support learning in ELA and ELD for English Learners, students affected by low socioeconomics, and foster youth.

ACTUAL
 Provide high quality classroom assistants to support learning in ELA and ELD for English Learners, students affected by low socioeconomics, and foster youth.

Expenditures	<p>BUDGETED Classroom Reading Instructional Assistants in K-3</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration 35,000</p>	<p>ESTIMATED ACTUAL Classroom Reading Instructional Assistants in K-3 2000-2999: Classified Personnel Salaries Supplemental and Concentration 25,000</p>
Action	<p>8</p>	
Actions/Services	<p>PLANNED Provide rigorous and relevant instruction aligned to CCSS to improve learning for English Learners, students affected by low socioeconomics, and foster youth.</p>	<p>ACTUAL Provided rigorous and relevant instruction aligned to CCSS to improve learning for English Learners, students affected by low socioeconomics, and foster youth.</p>
Expenditures	<p>BUDGETED Professional development on integrating California English Development Standards with CCSS. 5800: Professional/Consulting Services And Operating Expenditures Title III 6,000</p> <p>Professional Development in the areas of academic talk, Webb's Depth of Knowledge, and other strategies that improve learning for students with highest needs. 5800: Professional/Consulting Services And Operating Expenditures Other 6,600</p> <p>Supplemental Instructional Materials to enhance CCSS learning. 4000-4999: Books And Supplies Supplemental 15,000</p> <p>Professional development on integrating California English Development Standards with CCSS. 1000-1999: Certificated Personnel Salaries Title III 7,600</p>	<p>ESTIMATED ACTUAL Had professional development on integrating California English Development Standards with CCSS. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 3,900</p> <p>Did not have Professional Development in the areas of academic talk, Webb's Depth of Knowledge, and other strategies that improve learning for students with highest needs. 5800: Professional/Consulting Services And Operating Expenditures Other 0</p> <p>Purchased supplemental instructional materials to enhance CCSS learning. 4000-4999: Books And Supplies Supplemental 15,000</p> <p>Provided professional development on integrating California English Development Standards with CCSS. 1000-1999: Certificated Personnel Salaries Base 19,100</p>
Action	<p>9</p>	
Actions/Services	<p>PLANNED Provide ELA and ELD support for English Learners, students affected by low socioeconomics, and foster youth.</p>	<p>ACTUAL Provided ELA and ELD support for English Learners, students affected by low socioeconomics, and foster youth.</p>
Expenditures	<p>BUDGETED Reading Specialist to help meet grade level standards in ELA by providing intensive intervention lab for English Learners, students affected by low socioeconomics, and foster youth. 1000-1999: Certificated Personnel Salaries Supplemental 7,000</p> <p>Provide intensive intervention and extended learning opportunities for English Learners, students affected by low socioeconomics, and foster youth after school, Saturday school, and summer school.</p> <p>1000-1999: Certificated Personnel Salaries Federal Funds 7,000</p>	<p>ESTIMATED ACTUAL Reading Specialist helped students meet grade level standards in ELA by providing intensive intervention lab for English Learners, students affected by low socioeconomics, and foster youth. 1000-1999: Certificated Personnel Salaries Supplemental 7,000</p> <p>Provided intensive intervention and extended learning opportunities for English Learners, students affected by low socioeconomics, and foster youth after school, Saturday school, and summer school.</p> <p>1000-1999: Certificated Personnel Salaries Federal Funds 7,000</p>

Action **10**

<p>Actions/Services</p>	<p>PLANNED Math intervention for English Learners, students affected by low socioeconomics, and foster youth to help meet grade level standards.</p>	<p>ACTUAL Provided math intervention for English Learners, students affected by low socioeconomics, and foster youth to help meet grade level standards.</p>
<p>Expenditures</p>	<p>BUDGETED Intervention lab to help meet grade level standards in Math by providing intensive intervention lab for English Learners, students affected by low socioeconomics, and foster youth.</p> <p>1000-1999: Certificated Personnel Salaries Supplemental 7,000 Provide intensive intervention in math for English Learners, students affected by low socioeconomics, and foster youth after school, Saturday school, and summer school.</p> <p>1000-1999: Certificated Personnel Salaries Federal Funds 7,000</p>	<p>ESTIMATED ACTUAL Ran an Intervention lab to help meet grade level standards in Math by providing intensive intervention lab for English Learners, students affected by low socioeconomics, and foster youth.</p> <p>1000-1999: Certificated Personnel Salaries Supplemental 21,000 Provided intensive intervention in math for English Learners, students affected by low socioeconomics, and foster youth after school, Saturday school, and summer school.</p> <p>1000-1999: Certificated Personnel Salaries Federal Funds 7,000</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.

Teacher staff development improved instruction provided to students that was rigorous, relevant and aligned to CCSS to improve learning for English Learners, students affected by low socioeconomics, and foster youth. Students received a variety of additional instructional time to fill the gaps.

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

Math student intervention class that served 32 intensive level students (90% unduplicated)improved student results. 19/32 improved from intensive to intervention (less than one year below grade level) and 5/32 were still intensive but grew by an average of two grade levels. We will build on these results by adding additional staff to the lab and serving additional students.
Reading lab served 49 students. In prior years only 2nd - 4th grade students could be accommodated. This year 18 1st graders were served of which 12 reached grade level or higher. An additional 4 students grew 1/2 year from February to May. 18/27 2nd - 4th grade students reached grade level or above. We will build on these results by providing staffing that makes it possible to intervene in 1st grade where the gap is narrower.
Math CAASSP scores improved significantly +20.6 points with all sub groups making gains.
ELA CAASP scores improved by +8 points.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Staff received most of their training by days and times built in to the regular contracted calendar. Teachers were provided a sub which is significantly less than paying an hourly or daily rate. The math team was not ready to select outside providers for staff development. Only 60% of expected staff members chose to attend CUE training. A long term sub instead of a teacher provided extra small group intervention. Additional Instructional Aides/Support staff hired to meet the needs of students.

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.

Additional staff to serve students in the math lab in Goal 1.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 2

Ensure mastery of 21st Century Tools, resources and skills for all staff and students so students are prepared for college and career.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

All students have access to core classes as measured by Master Schedule.

Staff will participate in professional development for instructional technology including Google Certification as measured by Google Certified staff and sign in sheets.

Technology Lead will support staff as measured by daily work and caseload logs.

Staff will increase positive responses to a survey about use of instructional technology.

Students will have the tools they need to ensure mastery of skills and be college and career ready. Access to one mobile lab by grade level as measured by student to device ration.

Jr. High students who are interested in pursuing a career in a medical concentration will enroll in Jr. Medical Academy as measured by course enrollment. List of staff and students participating in the Jr. Medical Academy

ACTUAL

100 % of students had access to core classes as measured by the Master Schedule.

Staff participated in two days of general technology staff development, one day of individualized grade level group and one day of Lego simple and powered machine training developed by the Technology Coordinator.

The Technology Coordinator supported staff on a daily basis as measured by his daily work schedule.

The staff response with the highest percentage was on access to technology at school in the 1100-1199 range (advanced-1182) per the Bright Bites Survey. Opportunity area is Classroom under the use of 4 C's in the 900-999 range (emerging-980)

Students had one to one access to Chrome Books in 3rd -8th grade. K-2 shared grade level carts.

25 students enrolled in Jr. Medical Academy and participated in Summer and Saturday events per class roster and trip sheets.

ACTIONS / SERVICES

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

Action 1	<p>PLANNED Train staff to integrate technology with CCSS instruction.</p>	<p>ACTUAL Trained staff to integrate technology with CCSS instruction.</p>
Expenditures	<p>BUDGETED Staff development MCOE 5800: Professional/Consulting Services And Operating Expenditures Supplemental 6,000 CUE Technology Camp 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 4,500 CUE Technology Camp 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 8,000</p>	<p>ESTIMATED ACTUAL Attended staff development at FPU 1000-1999: Certificated Personnel Salaries Supplemental 1,000 3 staff members attended Power School University 1000-1999: Certificated Personnel Salaries Base 4,000 Registered for Power School Training 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 6000</p>
Action 2	<p>PLANNED Provide teachers with working technology in the classrooms.</p>	<p>ACTUAL Teachers were provided with working technology in the classrooms.</p>
Expenditures	<p>BUDGETED Upgrade teacher computers and projectors 4000-4999: Books And Supplies Supplemental 16,000 Upgrade Lab for STEM Projects 4000-4999: Books And Supplies Supplemental and Concentration 15,000</p>	<p>ESTIMATED ACTUAL Teachers were provided upgraded computers and projectors 4000-4999: Books And Supplies Supplemental 15552 Upgrades were made in the Lab for STEM Projects 4000-4999: Books And Supplies Supplemental and Concentration 14718</p>
Action 3	<p>PLANNED Develop Technology Leads</p>	<p>ACTUAL Developed Powerschool SIS Users</p>
Expenditures	<p>BUDGETED Training and release days to develop 4 tech trainer of trainers. 5800: Professional/Consulting Services And Operating Expenditures Concentration 4,000 Technology Lead Release Days and Stipends 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 8,000</p>	<p>ESTIMATED ACTUAL 10 days of Summer training 1000-1999: Certificated Personnel Salaries Base 4,000 Provided Tech lead summer training 2000-2999: Classified Personnel Salaries Supplemental and Concentration 1,000</p>
Action 4	<p>PLANNED Technology Support with Tech Specialist On-Site</p>	<p>ACTUAL Hired Technology Support with Tech Specialist On-Site</p>

<p>Expenditures</p>	<p>BUDGETED FTE Technology Coordinator 2000-2999: Classified Personnel Salaries Supplemental 55,000 FTE Technology Coordinator Benefits 3000-3999: Employee Benefits Supplemental 15,500</p>	<p>ESTIMATED ACTUAL FTE Technology Coordinator (90%) 2000-2999: Classified Personnel Salaries Supplemental 43,000 FTE Technology Coordinator Benefits 3000-3999: Employee Benefits Supplemental 14,500</p>
<p>Action 5</p>		
<p>Actions/Services</p>	<p>PLANNED Increase student access to mobile labs</p>	<p>ACTUAL Increase student access to one to one and classroom sets</p>
<p>Expenditures</p>	<p>BUDGETED 3-30 station mobile Chrome Book Labs w/carts 4000-4999: Books And Supplies Supplemental 38,000</p>	<p>ESTIMATED ACTUAL Purchased 141 units 4000-4999: Books And Supplies Supplemental 37,510</p>
<p>Action 6</p>		
<p>Actions/Services</p>	<p>PLANNED Support creation of Jr. Medical Academy Pipeline and course enrollment</p>	<p>ACTUAL Supported creation of Jr. Medical Academy Pipeline and course enrollment</p>
<p>Expenditures</p>	<p>BUDGETED Extended teaching time and support 1000-1999: Certificated Personnel Salaries Supplemental 3,000 Field trips and supplies 4000-4999: Books And Supplies Supplemental 10,000 Teacher Staff Development and Prep Days 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 5,000</p>	<p>ESTIMATED ACTUAL Extended teaching time and support 1000-1999: Certificated Personnel Salaries Supplemental 1,750 Field trips and supplies 4000-4999: Books And Supplies Supplemental 4,300 Teacher Staff Development and Prep Days 1000-1999: Certificated Personnel Salaries Base 4,000</p>
<p>Action 7</p>		
<p>Actions/Services</p>	<p>PLANNED Jr. Medical Academy- Jr. High English Learners, students affected by low socioeconomics, and foster youth will have an opportunity to explore careers in medicine.</p>	<p>ACTUAL Jr. Medical Academy- Jr. High English Learners, students affected by low socioeconomics, and foster youth had an opportunity to explore careers in medicine.</p>
<p>Expenditures</p>	<p>BUDGETED Extended learning and field trips-staff 1000-1999: Certificated Personnel Salaries Supplemental 6,000 Extended learning and field trips-students 4000-4999: Books And Supplies Supplemental and Concentration 20,000</p>	<p>ESTIMATED ACTUAL Extended learning and field trips-staff 1000-1999: Certificated Personnel Salaries Supplemental 4,500 Extended learning and field trips-students 4000-4999: Books And Supplies Supplemental and Concentration 21,905</p>
<p>Action 8</p>		
<p>Actions/Services</p>	<p>PLANNED Instructional Technology Training</p>	<p>ACTUAL Staff received Instructional Technology Training</p>

Expenditures	BUDGETED Staff development on the use of supplemental apps and software to improve the instruction and learning for English Learners, students affected by low socioeconomics, and foster youth. 5800: Professional/Consulting Services And Operating Expenditures Concentration 4,000	ESTIMATED ACTUAL Staff development on the use of supplemental apps and software to improve the instruction and learning for English Learners, students affected by low socioeconomics, and foster youth. Waterford and I-Ready 5800: Professional/Consulting Services And Operating Expenditures Concentration 4,000
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Action **9**

Expenditures	PLANNED English Learners, students affected by low socioeconomics, and foster youth will have access to mobile Chrome Book carts after school if needed for homework completion or research.	ACTUAL English Learners, students affected by low socioeconomics, and foster youth had access to Chrome Books after school as needed for homework completion or research.
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Expenditures	BUDGETED 1-25 station Chrome Book cart 4000-4999: Books And Supplies Supplemental 11,000	ESTIMATED ACTUAL Purchased additional Chrome Books 4000-4999: Books And Supplies Supplemental 7500
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Action **10**

Expenditures	BUDGETED	ESTIMATED ACTUAL
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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.	All staff received training in Google Classroom, Chromebook basics, Hangout, and individualized support identified by grade level needs assessments.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	100% of classrooms created a Google Classroom. 3rd through 8th grade teachers are sufficiently competent and have begun to integrate Classroom with their daily instruction. K-2 teachers are at the exposure level with 2nd grade beginning to emerge in the use of classroom. Students 3rd- 8th are skilled in the use of Chrome books and create slides and documents, collaborate and work on the 4 C's. Teachers use Google Hangout to take students on virtual field trips. 3rd grade students have used QR codes in their presentations, 8th grade students created a personalized slide presentation that was shared

with the community at graduation and 6th grade presented a country group project using slides. Students learned to import videos and images into their presentations. Students are being taught to master 21st Century Tools, resources and skills so students are prepared for college and career.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to a change in Technology Coordinators we were unable to develop our own Tech Camp. New Technology Coordinator was hired after the beginning of the school year so only 90% of position was funded.
No cart was needed for the after school Chrome Books.
Jr. Medical Academy trips were hosted on campus second semester so extra funds did not need to be expended.

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

We will train, support and guide staff through one project or task that will be at the Modification or Redefinition level on the SAMR Model in order to increase the level of technology integration in classroom instruction so that students can be better prepared for the demands of 21st Century learning. This action can be found in staff development services provided by the Technology Coordinator and measured under metrics of Goal 2.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 3

Create a safe, secure, and welcoming learning environment so students attend regularly and they and their families feel engaged and connected to the school and with the staff.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Increase percent of students responding to "feeling safe" on California Healthy Kids Survey.

Use PBIS data to develop baselines about discipline referrals and lower referrals.

Health Coordinator will increase services to students as measured by Log of Services and Mental Health referrals.

Increase daily attendance and decrease truancy as measured by Attendance Report Power School.

Increase percentage of parent participation at parent events.

Increase percentage of parents responding that they feel welcome on campus annually.

Pass Williams Report annually on campus maintenance.

Decrease suspension and expulsion rates from prior year,

Decrease 8th grade dropout rate from prior year.

ACTUAL

The percentage of students responding to feeling safe on campus was 84% This was a baseline %.

The district discontinued Swiss data collection. The current referral logs kept in teacher binders did not provide conclusive data about the decrease in referrals and discipline. Staff will attend Power School training in June 2017 to learn how to manage discipline database so information can be logged and extracted.

The Health Coordinator provided services to 78 student with 4/9 grade levels having 25% or more of their students receive services.

57 students had perfect attendance. Attendance increased from 95.3 to 95.4.

126 parents attended 6 parent involvement events.

94% of parents reported feeling welcome and satisfied at parent events.

The Williams Report on campus maintenance was at 94.4

Suspension and expulsion increased because two students were suspended and 1 was expelled.

There were no 8th grade dropouts.

ACTIONS / SERVICES

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

Action	1	
Actions/Services	<p>PLANNED Improve the Social Emotional Skills of Students and Connect to Mental Health Services A. Conduct small group sessions to increase student skills with social emotional issues. B. Establish a centralized referral system so students are connected with mental health services.</p>	<p>ACTUAL Improved the Social Emotional Skills of Students and Connected them to Mental Health Services A. Conducted small group sessions to increase student skills with social emotional issues. B. Established a centralized referral system so students are connected with mental health services.</p>
Expenditures	<p>BUDGETED Full Time Health Coordinator 2000-2999: Classified Personnel Salaries Supplemental 55,500 Full Time Health Coordinator Benefits 3000-3999: Employee Benefits Supplemental 11,500</p>	<p>ESTIMATED ACTUAL Full Time Health Coordinator 2000-2999: Classified Personnel Salaries Supplemental 40,000 Full Time Health Coordinator Benefits 3000-3999: Employee Benefits Supplemental 8,000</p>
Action	2	
Actions/Services	<p>PLANNED Improve Attendance and Reduce Lost Academic Time A. Attendance and Student Study Team staff will use data to identify chronic students and work with families to improve attendance. B. Students will spend more time in class and less time in office as measured by PBIS related data.</p>	<p>ACTUAL Improved Attendance and Reduce Lost Academic Time A. Attendance and Student Study Team staff will used data to identify chronic students and work with families to improve attendance. B. Students spent more time in class and less time in office as measured by PBIS related data.</p>
Expenditures	<p>BUDGETED SST members and Attendance Clerk 0001-0999: Unrestricted: Locally Defined Base 5,000</p>	<p>ESTIMATED ACTUAL SST members and Attendance Clerk 0000: Unrestricted Base 5,000</p>
Action	3	
Actions/Services	<p>PLANNED Implement Positive Behavior Intervention Support as an effective discipline strategy to reduce lost instructional time.</p>	<p>ACTUAL Implemented Positive Behavior Intervention Support as an effective discipline strategy to reduce lost instructional time.</p>

Expenditures	BUDGETED Implement Positive Behavior Intervention Support as an effective discipline strategy to reduce lost instructional time. 4000-4999: Books And Supplies Supplemental and Concentration 5,000	ESTIMATED ACTUAL Implemented Positive Behavior Intervention Support as an effective discipline strategy to reduce lost instructional time. 4000-4999: Books And Supplies Supplemental and Concentration 7,000
Action	4	
Actions/Services	PLANNED Increase Number of Positive Contact with Families	ACTUAL Increased Number of Positive Contact with Families
Expenditures	BUDGETED Auto dial phone/message system 4000-4999: Books And Supplies Supplemental and Concentration 2,500	ESTIMATED ACTUAL Auto dial phone/message system and materials for parent contact 4000-4999: Books And Supplies Supplemental and Concentration ,2500
Action	5	
Actions/Services	PLANNED Liaison to implement parent training, networking, engagement activities to increase family participation and support for education. Person to track data and evaluate effectiveness of family participation,engagement, parent training and networking opportunities.	ACTUAL Liaison implemented parent training, networking, engagement activities and increased family participation and support for education.Hired person and began training in how to track data and evaluate effectiveness of family participation,engagement, parent training and networking opportunities.
Expenditures	BUDGETED Communications/Parent Liaison 2000-2999: Classified Personnel Salaries Supplemental and Concentration 45,000 Supplies and materials 4000-4999: Books And Supplies Supplemental 7,000	ESTIMATED ACTUAL Communications/Parent Liaison 2000-2999: Classified Personnel Salaries Supplemental and Concentration 42,000 Supplies and materials 4000-4999: Books And Supplies Supplemental 9,000
Action	6	
Actions/Services	PLANNED Maintain repairs to facilities and security cameras	ACTUAL Maintained repairs to facilities and security cameras.
Expenditures	BUDGETED Repair and upgrade facilities as needed under Williams Report. 5000-5999: Services And Other Operating Expenditures Supplemental 70,000	ESTIMATED ACTUAL Repair and upgrade facilities as needed under Williams Report. 5000-5999: Services And Other Operating Expenditures Supplemental 120,000
Action	7	
Actions/Services	PLANNED Social Emotional Skills and Mental Health referrals for English Learners, students affected by low socioeconomics, and foster youth who need help with social and emotional life skills such as, self-management, social and self awareness, decision making and relationship skills.	ACTUAL Provided Social Emotional Skills support and Mental Health referrals for English Learners, students affected by low socioeconomics, and foster youth who needed help with social and emotional life skills such as, self-management,

<p>Expenditures</p>	<p>BUDGETED Students and families of English Learners, students affected by low socioeconomics, and foster youth have access to Health Coordinator. 2000-2999: Classified Personnel Salaries Supplemental 6,000</p>	<p>social and self awareness, decision making and relationship skills. ESTIMATED ACTUAL Students and families of English Learners, students affected by low socioeconomics, and foster youth had access to Health Coordinator. 2000-2999: Classified Personnel Salaries Supplemental 6,000</p>
<p>Action 8</p>	<p>PLANNED Improve attendance and reduce lost academic time of English Learners, students affected by low socioeconomics, and foster youth.</p>	<p>ACTUAL Improved attendance and reduce lost academic time of English Learners, students affected by low socioeconomics, and foster youth.</p>
<p>Expenditures</p>	<p>BUDGETED SST members team with families of English Learners, students affected by low socioeconomics, and foster youth to develop individual plan to improve attendance. 1000-1999: Certificated Personnel Salaries Supplemental 4,000 Disaggregate attendance and tardy data and identify any English Learners, students affected by low socioeconomics, and foster youth that lose excessive academic time compared to the average time lost by other students. 2000-2999: Classified Personnel Salaries Supplemental 4,000</p>	<p>ESTIMATED ACTUAL SST members team met with families of English Learners, students affected by low socioeconomics, and foster youth and developed individual plans to improve attendance. 1000-1999: Certificated Personnel Salaries Supplemental 4,000 Disaggregated attendance and tardy data and identified English Learners, students affected by low socioeconomics, and foster youth who lost excessive academic time compared to the average time lost by other students. 2000-2999: Classified Personnel Salaries Supplemental 4,200</p>
<p>Action 9</p>	<p>PLANNED Positive Support, Effective Discipline Implement strategies and supports to reduce by 10% the amount of academic time that is lost by students in the three lower performing sub-groups due to discipline.</p>	<p>ACTUAL Positive Support, Effective Discipline Implemented strategies and supports to reduce by 10% the amount of academic time that is lost by students in the three lower performing sub-groups due to discipline.</p>
<p>Expenditures</p>	<p>BUDGETED Disaggregate referral data and identify any times and places where English Learners, students affected by low socioeconomics, and foster youth lose academic time in excess of the average time lost by other sub groups. 1000-1999: Certificated Personnel Salaries Base 4,000</p>	<p>ESTIMATED ACTUAL n/a this year 0</p>
<p>Action 10</p>	<p>PLANNED Increase the Number of Positive Contacts With Families.</p>	<p>ACTUAL Increased the Number of Positive Contacts With Families.</p>

	<p>Develop a system where parents of English Learners, students affected by low socioeconomics, and foster youth get positive feedback about their student. All families will be given the opportunity to receive equitable access to Parent square. This is the school platform of engagement and communication with anything and everything school related, with the intention of meeting student and parent needs.</p>	<p>Developed a system where parents of English Learners, students affected by low socioeconomics, and foster youth received positive feedback about their student. All families will be given the opportunity to receive equitable access to Parent square. This is the school platform of engagement and communication with anything and everything school related, with the intention of meeting student and parent needs.</p>
<p>Expenditures</p>	<p>BUDGETED Auto dial phone/message system with messages delivered in the primary language of the adults. 4000-4999: Books And Supplies Supplemental 2500</p> <p>Interpreters available for parents in the school office and at any meeting/event. 2000-2999: Classified Personnel Salaries Base 3,000</p>	<p>ESTIMATED ACTUAL The auto dial phone/message system delivered messages in the primary language of the adults. 4000-4999: Books And Supplies Supplemental 2,500</p> <p>Interpreters were available for parents in the school office and at any meeting/event. 2000-2999: Classified Personnel Salaries Base 3,000</p>
<p>Action</p>	<h1>11</h1>	
<p>Actions/Services</p>	<p>PLANNED Create Training and Networking Opportunities For Parents and Families. Survey parents to determine the development of workshops they would be interested in attending. (Technology training, CCSS and Assessment Information, Literacy Workshops, Family Movie Nights, Health Fairs etc.)</p>	<p>ACTUAL Created Training and Networking Opportunities For Parents and Families. Surveyed parents to determine the development of workshops they would be interested in attending. (Technology training, CCSS and Assessment Information, Literacy Workshops, Family Movie Nights, Health Fairs etc.)</p>
<p>Expenditures</p>	<p>BUDGETED Bilingual staff available at parent/family events. 2000-2999: Classified Personnel Salaries Supplemental 3,000</p> <p>CCSS and SBAC training for parents in primary language. 5800: Professional/Consulting Services And Operating Expenditures Concentration 2,000</p>	<p>ESTIMATED ACTUAL Bilingual staff was available at parent/family events. 2000-2999: Classified Personnel Salaries Supplemental 3,000</p> <p>n/a 0</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.

Parent involvement events (6) provided to make parents feel welcome, involved and connected to the school. Health Coordinator provided Mental Health or other Social/Emotional services so students felt safe and able to learn.

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

Parent involvement events were well attended and parents reported feeling welcome and connected to the school. Students who were in need of social/emotional support had a health coordinator that would help them with their social/emotional needs making them feel better about being in school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Loss of Swiss data base and an inadequate data base made it impossible to disaggregate referral and discipline data.
Did not offer CCSS and SBAC training to parents.
Full time Health Coordinator took days off during the school year to work on Masters so extra pay for summer days was not paid extra but included in base pay.
Repairs to facilities exceeded the budget.

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.

Continue to promote additional family involvement events. Goal 3

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 4

Recruit, hire, train, and retain high quality staff who are committed, collaborative, caring, and exemplary and who can prepare all students

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Increased percentage of Highly Qualified Staff to 95%

Use the Instructional Rounds process to measure continuous growth on implementation and fidelity to the agreed upon research based strategies. Identify Problem of Practice and improve by 10% on implementation strategies as measured by data collected in pre and post Instructional Rounds classroom visits.

Research and develop formative assessments aligned to CCSS and train staff on their use.

ACTUAL

100% of staff met Highly Qualified Status as measured by the William's staffing checklist.

The Problem of Practice was identified. Data was collected from classroom visits. The pre data was 72% implementation. The post data had 4/5 classroom improving for a 94% total score. Follow up classroom visits increased results by 22%.

The district selected the i-Ready Diagnostic Test in Math to measure growth in Math in grades 2nd-8th. All 2nd - 8th grade teachers received i-Ready training on administering a beginning and ending diagnostic for Math. All 2nd - 8th grade teachers completed a pre and post diagnostic in Math.

ACTIONS / SERVICES

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

Action 1

Actions/Services	PLANNED	ACTUAL

Expenditures	<p>All teachers will be appropriately credentialed for their assignments.</p> <p>BUDGETED Highly Qualified Teachers 1000-1999: Certificated Personnel Salaries Base 1,250,000 BTSA support for new teachers 5800: Professional/Consulting Services And Operating Expenditures Base 5,000</p>	<p>100% of teachers were appropriately credentialed for their assignment.</p> <p>ESTIMATED ACTUAL Highly Qualified Teachers 1000-1999: Certificated Personnel Salaries Base 1,450,000 BTSA support for new teachers 5800: Professional/Consulting Services And Operating Expenditures Base 0</p>
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Action **2**

Actions/Services	<p>PLANNED Increase Rigor of Instructional Program Train teachers on research based strategies to meet the rigor of CCSS and that are effective to meet the needs of students in the three sub groups that perform the lowest.</p>	<p>ACTUAL Write Tools training improved writing strategies that are effective and meet the needs of students in the three sub groups that perform the lowest. 2nd - 8th grade teachers received a day of training on formative assessments that could be used to improve teaching and learning for students in the three sub groups that perform the lowest. Technology training increased the integration of skills with CCSS instruction. 4 teachers attended CUE, 2 STEM, 3 Math stem and 3 writing.</p>
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Expenditures	<p>BUDGETED Teacher release days 1000-1999: Certificated Personnel Salaries Concentration 6,000 Materials and Supplies 4000-4999: Books And Supplies Concentration 20,000 Extended days for staff development 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 50,000 Use Instructional Rounds process to refine strategies that are effective for EL's and underperforming students. 1000-1999: Certificated Personnel Salaries Supplemental 4,000 Release teachers by grade level for internal rounds with a focus on research based strategies that are effective for students in the three sub groups that perform the lowest. Increase Rigor of Instructional Program. 1000-1999: Certificated Personnel Salaries Concentration 12,000</p>	<p>ESTIMATED ACTUAL Teacher release days 1000-1999: Certificated Personnel Salaries Concentration 9,900 Materials and Supplies 4000-4999: Books And Supplies Concentration 27,500 Provided extended days for staff development 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 28,900 Used Instructional Rounds process to refine strategies that are effective for EL's and underperforming students. 1000-1999: Certificated Personnel Salaries Supplemental 2,960 Release teachers by grade level for internal rounds with a focus on research based strategies that are effective for students in the three sub groups that perform the lowest. Increase Rigor of Instructional Program. 1000-1999: Certificated Personnel Salaries Concentration 880</p>
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Action **3**

Actions/Services	<p>PLANNED Develop Formative Assessments</p>	<p>ACTUAL Developed schedule, rubric and genre for writing formative assessments.</p>
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	<p>Develop and train staff to use formative ELA and Math assessments to identify students that have intensive needs.</p>	<p>Trained staff to use i-ready diagnostic for ELA and Math.</p>
<p>Expenditures</p>	<p>BUDGETED Develop and purchase formative assessments to identify students needing extra learning time or intensive intervention. 1000-1999: Certificated Personnel Salaries Concentration 5,000 I-Ready Assessments and Diagnostic 4000-4999: Books And Supplies Supplemental and Concentration 30,000 I-Ready Assessments and Diagnostic Staff Development 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 6,400</p>	<p>ESTIMATED ACTUAL Developed and purchased formative assessments to identify students needing extra learning time or intensive intervention. 5800: Professional/Consulting Services And Operating Expenditures Concentration 3,740 I-Ready Assessments and Diagnostic 4000-4999: Books And Supplies Supplemental and Concentration 31,500 I-Ready Assessments and Diagnostic Staff Development 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 9,352</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.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>100% of teachers were highly qualified. Teachers were trained on I-Ready Diagnostics and 2nd - 8th grade teachers administered assessments that were used to identify 32 students for Math Intervention Lab.</p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>Instructional Rounds process resulted in a 22% increase of research based strategies being used in the classroom. Diagnostic assessments were used to identify and place students for additional services.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>Budget for extended days for staff development were not fully utilized as teachers did not receive extra pay out of contracted hours but chose to train using sub release time. No new teachers needed BTSA.</p>

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

No changes.

Stakeholder Engagement

LCAP Year

2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Parents, community members, pupils, local bargaining unit, and other stakeholders (e.g., LEA personnel, county office of education foster youth services programs, English learner parents) were invited to engage and be involved in developing, reviewing, and supporting the implementation of the LCAP.

The District team attended training meetings and received guidance and resources from Merced County Office of Education, Department of Educational Services and Business Services.

Beginning in November the LCAP Planning Team met to develop the presentations.

Information about the State Priority Goals, data on student achievement and the gaps in achievement between the highest performing groups and the lowest three performing sub groups, patterns of school attendance and parent involvement were used by the LEA to inform during the goal setting process.

The District involved stakeholders beginning in February. The District used a variety of strategies such as parent/community forums, advisory committee meetings, small group, grade level team, and one on one input sessions.

Meetings with parent representative groups began in February. The first community and parent engagement forums were lightly attended but there was representation and engagement from parents representing English Learners, economically disadvantaged groups and Hispanics along with parents whose students did not fall into those sub groups. Valuable input was received from these groups. There was no Foster Youth representation at the meeting due to not having any Foster Youth enrolled at the school at this time. The District will work with MCOE to ensure the needs of future Foster Youth students are met.

Parent/community surveys were sent to each family in March to increase input participation. Input increased from 8% to 35% and there was an increase in input from EL, Hispanic, and Low Socioeconomic parents. The additional input received did not vary significantly from the responses gained from the initial parent/community forum.

All staff were provided information on the state priorities and were provided opportunities to provide input and identify priorities for the LCAP. Input was gathered from staff meetings, staff survey, grade level team input and individual teacher input. Their input is evident in the services and actions of all four goals.

Preliminary drafts were shared with DELAC, Migrant, Parent's Club, Board and staff in April and May to ensure that areas of highest concerns were addressed in the LCAP. Additions to the LCAP were made in the areas of parent participation, professional development, technology integration and support, and the importance of maintaining a highly qualified staff.

A DPAC committee with representation from parents, including representatives parents of pupils identified in Education Code section 42238.01, teachers, staff, and administration will meet to review and update the LCAP.

The District's LCAP/DPAC is the primary group responsible for updating the LCAP. The Le Grand Elementary CTA voted in three members to represent the bargaining unit on the District's LCAP/DPAC committee. The DPAC committee consists of representatives from DELAC/ELAC, SSC, parent groups, with representation from parents, including representatives parents of pupils identified in Education Code section 42238.01, CTA, administration and staff. Information about goals and the actions and services supporting those goals were reviewed. Progress made towards actions and available data on the metrics were presented at a LCAP stakeholder/community information night on March 1, 2017. Student responses were collected from focus groups and responses to motivational activities. Input and comments were requested and used when updating the LCAP.

DELAC/ELAC and SSC reviewed actions and services on September 14, 2016. Staff worked on preliminary drafts on October 24, 2016 and April 14, 2017. Preliminary drafts of the 2017-18 plan were shared with DLAC, Migrant, Parent's Club and staff in April and May to ensure that areas of highest concerns were addressed. Additions to the LCAP were

made in the areas of parent participation (Liaison), professional development for Math, technology integration and support, and the importance of maintaining a highly qualified staff and final input to the draft was given on May 9, 2017.

The School Board received LCAP updates on September 13, 2016, January 10, 2017, February 14, 2017, March 14, 2017 as implementation of the LCAP progressed. Updates and planning occurred at the April 11, 2017. After holding a public hearing on June 13, 2017, the Board adopted the LCAP and budget on June 27, 2017.

IMPACT ON LCAP AND ANNUAL UPDATE

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

The involvement process resulted in stakeholders having greater access to information and metrics. The district informed stakeholders of the district initiatives and state priorities and the metrics that would be used to measure success. Parents who participated in the LCAP input process stated that this was the most meaningful way they have been invited to participate in their child's education.

The district considered all input provided by stakeholders.

The LCAP meetings, surveys, input resulted in the following sub categories with the highest responses listed.

How can LGELM improve Pupil Engagement?

1. Positive Behavior Support

Praise and encouragement, technology education, collaboration projects, recognition

2. Exposure to College and Career

Invite local college graduates as guest speakers, field trips or exposure to colleges, Career Days, workshops and information

How can LGELM improve School Climate?

1. Provide a Safe Learning Environment

Limit and discipline negative behaviors, including bullying, improve relationships between students and staff,

How can LGELM increase Parent Involvement?

1. Seminars, workshops on topics of interest to parents

2. Positive contacts with parents from teachers, staff, and/or administrators

3. Technology education for parents

4. Family engagement nights,

5. Parent to parent advice, peer training

6. Web page that is kept up to date

How can LGELM improve Basic Services?

1. Hire highly qualified and credentialed teachers who meet the needs of all students, CCSS instructional materials, less worksheets, upgrade aging technology

How can LGELM improve student achievement?

1. Great teachers, highly qualified teachers who are successful in meeting the needs of the lowest performing sub groups, professional development for teachers, time for teachers to plan and collaborate, tutorial, summer school, pre-school for all income levels, electives (music, art, drafting)

The results of the input are reflected in the three goals and can be found in the actions and services listed in the LCAP.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 1

Students will be successful in ELA, math, science and informational literacy.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Students need to be successful in ELA, Math, Science, and Informational Literacy. The achievement gap between the three lowest performing sub groups , EL, LI, Hispanic must be closed. Strategies and programs that enhance learning of CCSS through 21st Century skills must be identified. Teaching staff must be able to deliver a rigorous and relevant curriculum aligned to CCCSS and taught through 21st Century Learning Skills.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Identified Problem of Practice outcomes will increase by 10% from pre observation to post observation.	Baseline pre % to be identified in 1st Quarter of the school year.	Baseline pre % to be identified in 1st Quarter of the school year.	Baseline pre % to be identified in 1st Quarter of the school year.	Baseline pre % to be identified in 1st Quarter of the school year.
All students have access to State Standards as measured by classroom observations.	100% of students have access.	100% of students have access.	100% of students have access.	100% of students have access.
All EL students have access to State Standards and ELD Standards	100% of students have access.	100% of students have access.	100% of students have access.	100% of students have access.

EL students will show growth as measured by CELDT	57.4	57.5	57.6	57.7
100 of students have sufficient core instructional materials as measured by the annual board resolution	100 % of students have sufficient core instructional materials.	100 % of students have sufficient core instructional materials.	100 % of students have sufficient core instructional materials.	100 % of students have sufficient core instructional materials.
Increase by 1 the number of students who are reclassified.	6 students were reclassified in 2016-17	Increase of 1 student in reclassification rates	Increase of 1 student in reclassification rates	Increase of 1 student in reclassification rates
Increase the number of students meeting 8th grade level if they have matched 7th grade scores as measured by I-Ready end of year diagnostic.	20.4% 8th Grade on grade level in Math 10/49 per i-Ready.	22% 8th Grade on Grade Level	23% 8th Grade on Grade Level	24% 8th Grade on Grade Level
8th graders make one year progress as measured by end of year diagnostic on i-Ready.	August 2016 and June 2017 pre and post data	August 2017 and June 2018 pre and post data	August 2018 and June 2019 pre and post data	August 2019 and June 2020 pre and post data
Classrooms will complete a technology integrated CCSS grade level project as measured by project summary report.	40% of classrooms completed a tech integrated project.	50% of classrooms will complete a technology integrated CCSS grade level project as measured by project summary report.	55% of classrooms will complete a technology integrated CCSS grade level project as measured by project summary report.	60% of classrooms will complete a technology integrated CCSS grade level project as measured by project summary report.
All students increase results by 3 points or more in ELA and Math as measured by CAASPP.	ELA 49.2 below Level 3 Math 62.3 below Level 3	ELA and Math CAASPP All + 3 points from prior year	ELA and Math CAASPP All + 3 points from prior year	ELA and Math CAASPP All + 3 points from prior year
3rd graders will meet grade level reading as measured by DRA.	37/41 met DRA.	DRA 70% at grade level in 3rd	DRA 72% at grade level in 3rd	DRA 74% at grade level in 3rd

PLANNED ACTIONS / SERVICES

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

Action 1

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Purchase and replace core instructional materials.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="70,000"/>	Amount <input type="text" value="80,000"/>	Amount <input type="text" value="90,000"/>
Source <input type="text" value="Base"/>	Source <input type="text" value="Base"/>	Source <input type="text" value="Base"/>
Budget Reference <input type="text" value="4000-4999: Books And Supplies"/>	Budget Reference <input type="text" value="4000-4999: Books And Supplies"/>	Budget Reference <input type="text" value="4000-4999: Books And Supplies"/>

Action **2**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

[Scope of Services](#)

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

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide collaboration and planning time on early release days.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	54,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries

2018-19

Amount	54,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries

2019-20

Amount	54,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries

Action **3**

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

[Students to be Served](#)

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

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#)

English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide extra support to students in ELA and ELD with a support teacher and a Lab Instructional Assistant for small group intervention 183 days and additional intervention services after school and Saturday sessions.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	118,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	8,000

2018-19

Amount	121,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	9,000

2019-20

Amount	124,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	9,000

Action **4**

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

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Provide extra support to students in Math with a clinician/teacher for small group, intensive intervention 183 days and additional intervention services after school and Saturday school.

BUDGETED EXPENDITURES

2017-18

Amount	104,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries

2018-19

Amount	108,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries

2019-20

Amount	111,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries

Action **5**

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide instructional aides in K-3 to lower adult:student ratio for instruction

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount 47,000

Source Title I

Budget Reference 2000-2999: Classified Personnel Salaries

2018-19

Amount 49,000

Source Title I

Budget Reference 2000-2999: Classified Personnel Salaries

2019-20

Amount 51,000

Source Title I

Budget Reference 2000-2999: Classified Personnel Salaries

Action **6**

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

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide rigorous and relevant instruction aligned to CCSS to improve learning for English Learners, students affected by low socioeconomics, and foster youth and provide professional development on deepening knowledge of integrated and designated ELD, academic talk, Webb's Depth of Knowledge, and other strategies that improve learning for students with highest needs.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	15,600
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Amount	16,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies

2018-19

Amount	17,600
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Amount	16,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies

2019-20

Amount	18,000
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Amount	16,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies

Action **7**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide high quality classroom assistants to support learning in ELA and ELD for English Learners, students affected by low socioeconomics, and foster youth.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	35,000
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries

2018-19

Amount	35,000
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries

2019-20

Amount	35,000
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries

Action **8**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide high quality classroom assistants to support learning in Math for English Learners, students affected by low socioeconomics, and foster youth.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	35,000
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries

2018-19

Amount	35,000
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries

2019-20

Amount	35,000
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries

Action **9**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide ELA and ELD support for English Learners, students affected by low socioeconomics, and foster youth.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	7,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	7,000
Source	Federal Funds
Budget Reference	1000-1999: Certificated Personnel Salaries

2018-19

Amount	7,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	7,000
Source	Federal Funds
Budget Reference	1000-1999: Certificated Personnel Salaries

2019-20

Amount	7,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	7,000
Source	Federal Funds
Budget Reference	1000-1999: Certificated Personnel Salaries

Action **10**

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

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

OR

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

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

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Math intervention for English Learners, students affected by low socioeconomics, and foster youth to help meet grade level standards.

[BUDGETED EXPENDITURES](#)

2017-18

Amount	7,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries

2018-19

Amount	7,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries

2019-20

Amount	7,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries

Amount	7,000	Amount	7,000	Amount	7,000
Source	Federal Funds	Source	Federal Funds	Source	Federal Funds
Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries

Action **11**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide workshops, collaboration, and planning time during non contracted hours. Teacher hourly rate.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount 54,000

2018-19

Amount 54,000

2019-20

Amount 54,000

Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries

Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries

Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries

Action **12**

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

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

OR

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

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

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Contract with MCOE and other professional development providers.

[BUDGETED EXPENDITURES](#)

2017-18

Amount	23,000
Source	Supplemental and Concentration

2018-19

Amount	25,000
Source	Supplemental and Concentration

2019-20

Amount	27,000
Source	Supplemental and Concentration

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

Action **13**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

CUE technology training

2018-19

New Modified Unchanged

CUE local technology training

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount 23,000

Source Supplemental and Concentration

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

2018-19

Amount 26,000

Source Supplemental and Concentration

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

2019-20

Amount 26,000

Source Supplemental and Concentration

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 2

Ensure mastery of 21st Century Tools, resources and skills for all staff and students so students are prepared for college and career.

[State and/or Local Priorities Addressed by this goal:](#)

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

[Identified Need](#)

Students and staff are lacking in technology tools. training and opportunities to use 21st Century skills.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Technology component will be integrated with one task or project per grade level per school year at the Modification or Redefinition level on the SAMR Model as measured by the compare and contrast report.	All students have access to technology in the classroom but there is no evidence that all grade levels have completed a project that is at the Modification or Redefinition level on the SAMR model.	All students have access to classes that will incorporate technology components with CCSS aligned instruction as measured by observation and compare and contrast report.	All students have access to classes that will incorporate technology components with CCSS aligned instruction as measured by observation and compare and contrast report.	All students have access to classes that will incorporate technology components with CCSS aligned instruction as measured by observation and compare and contrast report.
Technology Coordinator and two technology leads will receive Google Certification as measured by the Google Certificate.	No staff have received Google Certification.	25% of staff will be Google Certified	35% of staff will be Google Certified	45% of staff will be Google Certified

Daily work and caseload logs will record the support staff received from Technology Coordinator.	Technology Coordinator will support staff as measured by daily work and caseload logs.	Technology Coordinator will support staff as measured by daily work and caseload logs.	Technology Coordinator will support staff as measured by daily work and caseload logs.	Technology Coordinator will support staff as measured by daily work and caseload logs.
Bright Bites Survey response for "Teachers Use of 4 C's" results will increase from Beginning 800-899 to Emerging 900-999.	Bright Bites Survey "Teachers Use of 4 C's" at 800-899 Beginning Level	Staff will increase positive responses to a survey about use of instructional technology to 900-999.	Staff will increase positive responses to a survey about use of instructional technology to 1000-1099.	Staff will increase positive responses to a survey about use of instructional technology to 1000-1099.
Kinder - 8th grade students will have 1 to 1 access to Chromebooks as measured by school inventory.	3rd -8th access to 1 to 1 Chromebooks	Access to one to one 2nd - 8th as measured by student to device ratio.	Access to one to one 1st - 8th as measured by student to device ratio.	Access to one to one Kinder - 8th as measured by student to device ratio.
List of staff and students participating in the Jr. Medical Academy course for 7th-8th grade students.	List of staff and students participating in the Jr. Medical Academy	List of staff and students participating in the Jr. Medical Academy	List of staff and students participating in the Jr. Medical Academy	List of staff and students participating in the Jr. Medical Academy

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Train staff to integrate technology with CCSS instruction through professional development and CUE Technology Camps.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	14,000
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Amount	4,500
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries

2018-19

Amount	14,000
Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Amount	4,500
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries

2019-20

Amount	14,000
Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Amount	4,500
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries

Action **2**

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

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

OR

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

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Provide teachers with current working technology in the classroom and upgrade Lab for STEM Projects.

BUDGETED EXPENDITURES

2017-18

Amount 34,000
 Source Supplemental and Concentration
 Budget Reference 4000-4999: Books And Supplies

2018-19

Amount 34,000
 Source Supplemental and Concentration
 Budget Reference 4000-4999: Books And Supplies

2019-20

Amount 34,000
 Source Supplemental and Concentration
 Budget Reference 4000-4999: Books And Supplies

Action **3**

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Support continued development of Technology Leads

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	4,000
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Amount	8,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries

2018-19

Amount	5,000
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Amount	8,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries

2019-20

Amount	5,000
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Amount	8,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries

Action 4

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Technology Support with Tech Specialist On-Site

BUDGETED EXPENDITURES

2017-18

Amount: 73,000

Source: Supplemental and Concentration

Budget Reference: 2000-2999: Classified Personnel Salaries

2018-19

Amount: 76,000

Source: Supplemental and Concentration

Budget Reference: 2000-2999: Classified Personnel Salaries

2019-20

Amount: 79,000

Source: Supplemental and Concentration

Budget Reference: 2000-2999: Classified Personnel Salaries

Action **5**

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

[Students to be Served](#)

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

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

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

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Maintain student access to Mobile Labs-upgrades and replacements

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount 40,000

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies

2018-19

Amount 42,000

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies

2019-20

Amount 42,000

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies

Action **6**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Support creation of Jr. Medical Academy Pipeline and course enrollment with extended teaching time, field trips and materials.	Support creation of Jr. Medical Academy Pipeline and course enrollment	

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	34,000	Amount	34,000	Amount	34,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	12,000	Amount	12,000	Amount	12,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies

Action **7**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Jr. Medical Academy- Jr. High English Learners, students affected by low socioeconomics, and foster youth will have an opportunity to explore careers in medicine.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	6,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	20,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies

2018-19

Amount	6,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	20,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies

2019-20

Amount	6,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	20,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies

Action **8**

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Instructional Technology Training on the use of supplemental apps and software to improve the instruction and learning for English Learners.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount: 5,000

Source: Supplemental and Concentration

Budget Reference: 5800: Professional/Consulting Services And Operating Expenditures

2018-19

Amount: 5,000

Source: Supplemental and Concentration

Budget Reference: 5800: Professional/Consulting Services And Operating Expenditures

2019-20

Amount: 5,000

Source: Supplemental and Concentration

Budget Reference: 5800: Professional/Consulting Services And Operating Expenditures

Action **9**

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

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

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

OR

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

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

[Scope of Services](#)

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

[Location\(s\)](#)

All Schools
 Specific Schools:
 Specific Grade spans:

ACTIONS/SERVICES

2017-18

New
 Modified
 Unchanged

English Learners, students affected by low socioeconomics, and foster youth will have access to mobile Chrome Book carts after school if needed for homework completion or research.

2018-19

New
 Modified
 Unchanged

2019-20

New
 Modified
 Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	12,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies

2018-19

Amount	12,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies

2019-20

Amount	12,000
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 3

Create a safe, secure, and welcoming learning environment so students attend regularly and they and their families feel engaged and connected to the school and with the staff.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Students need a safe, secure, and welcoming environment for learning. Students need social and emotional supports in order to learn. Students need to be engaged with school, daily and on time. Students need positive support and discipline that keeps them in the class learning. Engage parents and families to support student success in school.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The number of students responding to "feeling safe" on California Healthy Kids Survey will increase by 1%.	Baseline 84% feeling safe on CHK Survey.	85% feeling safe on CHK Survey.	86% feeling safe on CHK Survey.	87% feeling safe on CHK Survey.
Discipline referrals will decrease by 1 percent as measured by PBIS/ Power School data.	Baseline data to be collected 2017-18 after PowerSchool training.	Baseline data to be collected 2017-18	1% decrease over 2017-18.	1% decrease over 2018-19.
Services to students will be maintained on a log of services and mental health referrals.	78 students received services.	80 students will receive services.	82 students will receive services.	84 students will receive services.
Daily attendance will improve by 1% and truancy will be reduced by 1% as measured by Attendance Report Power School.	Daily attendance 95.4	Daily attendance 95.5	Daily attendance 95.6	Daily attendance 95.7

Increase percentage of parent participation at parent events as measured by event sign in sheets and number of events.	6 events 126 parents	7 events 135 parents	8 events 140 parents	8 events 150 parents
Parent Survey response to feeling welcome on campus will increase by 1% from baseline.	Baseline response 94%	Parent Survey response to feeling welcome on campus will increase 94.2%	Parent Survey response to feeling welcome on campus will increase 94.4%	Parent Survey response to feeling welcome on campus will increase 94.6%
Score 90% or better on the campus maintenance section of the annual William's Report.	94.4% on the campus maintenance section of the annual William's Report.	90.0% on the campus maintenance section of the annual William's Report.	90.4% on the campus maintenance section of the annual William's Report.	90.8% on the campus maintenance section of the annual William's Report.
Suspension and Expulsions will decrease by one incident unless it is already at 0.	5 suspensions, 1 expulsion	4 suspensions, 0 expulsion	3 suspensions, 0 expulsion	2 suspensions, 0 expulsion
8th grade drop outs will decrease by 1 unless at 0 and graduation rate will increase by 1%	0 dropouts and 87.7 graduation rate	0 dropouts and 88.7 % graduation rate	0 dropouts and 89.7 % graduation rate	0 dropouts and 90.7 % graduation rate
The number of staff responding to "feeling safe" on California Healthy Kids Survey will increase by 1%.	Baseline data August 2017	1% increase over August 2017 data	1% increase over August 2018 data	1% increase over August 2019 data
The number of students responding to "feeling connected to school" on California Healthy Kids Survey will increase by 1%.	Baseline data August 2017	1% increase over August 2017 data	1% increase over August 2018 data	1% increase over August 2019 data
The number of parents responding to "feeling connected to school" on California Healthy Kids Survey will increase by 1%.	Baseline data August 2017	1% increase over August 2017 data	1% increase over August 2018 data	1% increase over August 2019 data
The number of staff responding to "feeling connected to school" on California Healthy Kids Survey will increase by 1%.	Baseline data August 2017	1% increase over August 2017 data	1% increase over August 2018 data	1% increase over August 2019 data

PLANNED ACTIONS / SERVICES

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

Action 1

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

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

Location(s)

All Schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All Schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Improve the Social Emotional Skills of Students and Connect to Mental Health Services
 A. Conduct individual and/or small group sessions to increase student skills with social emotional issues.
 B. Establish a centralized referral system so students are connected with mental health services.
 C. Provide a full time Health Coordinator

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount: 70,500

Source: Supplemental and Concentration

Budget Reference: 2000-2999: Classified Personnel Salaries

2018-19

Amount: 73,000

Source: Supplemental

Budget Reference: 2000-2999: Classified Personnel Salaries

2019-20

Amount: 76,000

Source: Supplemental

Budget Reference: 2000-2999: Classified Personnel Salaries

Action **2**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Improve Attendance and Reduce Lost Academic Time

A. Attendance and Student Study Team staff will meet monthly to review attendance data, identify chronic students, work with families to improve attendance and create referral process to SARB.
B. Establish a SARB

2018-19

New Modified Unchanged

Improve Attendance and Reduce Lost Academic Time

A. Attendance and Student Study Team staff will meet monthly to review attendance data, identify chronic students, work with families to improve attendance and create referral process to SARB.
B. Review effectiveness and efficiency of SARB and make adjustments as needed.

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount 6,000

Source Base

2018-19

Amount 6,000

Source Base

2019-20

Amount 6,000

Source Base

Budget Reference 1000-1999: Certificated Personnel Salaries

Budget Reference 1000-1999: Certificated Personnel Salaries

Budget Reference 1000-1999: Certificated Personnel Salaries

Action **3**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Implement Positive Behavior Intervention Support as an effective discipline strategy to reduce lost instructional time.

2018-19

New Modified Unchanged

Continue Implementation of Positive Behavior Intervention Support as an effective discipline strategy to reduce lost instructional time.

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount 5,000

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies

2018-19

Amount 5,000

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies

2019-20

Amount 5,000

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies

Action **4**

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Increase Number of Positive Contact with Families by implementing Parent Square

2018-19

New Modified Unchanged

Continue Positive Contact with Families using Parent Square and evaluate effectiveness of the program.

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	2,300
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

2018-19

Amount	2,000
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

2019-20

Amount	2,000
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

Action **5**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Liaison to implement parent training, networking, engagement activities to increase family participation and support for education. Person to track data and evaluate effectiveness of family participation, engagement, parent training and networking opportunities.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	58,000
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries

2018-19

Amount	60,500
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries

2019-20

Amount	63,000
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries

Amount	10,000	Amount	11,000	Amount	12,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies

Action 6

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain repairs to facilities and security cameras		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 75,000	Amount: 75,000	Amount: 75,000
Source: Supplemental and Concentration	Source: Supplemental and Concentration	Source: Supplemental and Concentration

Budget Reference 5000-5999: Services And Other Operating Expenditures

Budget Reference 5000-5999: Services And Other Operating Expenditures

Budget Reference 5000-5999: Services And Other Operating Expenditures

Action **7**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Students and families of English Learners, students affected by low socioeconomics, and foster youth will have access to a Health Coordinator. Social Emotional Skills and Mental Health referrals for English Learners, as well as outreach and psycho-education for students and their families.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount 8,000

2018-19

Amount 8,500

2019-20

Amount 9,000

Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries

Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries

Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries

Action **8**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

SST members team with families of English Learners, students affected by low socioeconomics, and foster youth to develop individual plan to improve attendance. Disaggregate attendance and tardy data and identify any students who lose excessive academic time compared to the average time lost by other students.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount 8,000

2018-19

Amount 9,000

2019-20

Amount 9,500

Source Supplemental and Concentration
 Budget Reference 1000-1999: Certificated Personnel Salaries

Source Supplemental and Concentration
 Budget Reference 1000-1999: Certificated Personnel Salaries

Source Supplemental and Concentration
 Budget Reference 1000-1999: Certificated Personnel Salaries

Action **9**

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

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

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

OR

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

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

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

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

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

Implement strategies and supports to reduce by 10% the amount of academic time that is lost by students in the three lower performing sub-groups due to discipline. Disaggregate referral data and identify any times and places where English Learners, students affected by low socioeconomic, and foster youth lose academic time in excess of the average time lost by other sub groups.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

[BUDGETED EXPENDITURES](#)

2017-18

2018-19

2019-20

Amount	5,000	Amount	6,000	Amount	7,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries

Action **10**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Increase the Number of Positive Contacts With Families. Develop a system where parents get positive feedback about their student. All the families will be given the opportunity to receive equitable access to Parent Square.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount 7,500

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies

Amount 7,200

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies

Amount 7,400

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies

Action **11**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Create Training and Networking Opportunities For Parents and Families.
 Survey parents to determine the development of workshops they would be interested in attending. (Technology training, CCSS and Assessment Information, Literacy Workshops, Family Movie Nights,

Health Fairs etc.) and provide bilingual staff for interpretation.

BUDGETED EXPENDITURES

2017-18

Amount	4,000
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	3,000
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

2018-19

Amount	4,000
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	3,000
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

2019-20

Amount	5,000
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	3,000
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 4

Recruit, hire, train, and retain high quality staff who are committed, collaborative, caring, and exemplary and who can prepare all students

State and/or Local Priorities Addressed by this goal:

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

Identified Need

There is a gap in learning among various pupil sub groups. All students must have increased access and opportunity to quality rigorous instruction. High quality staff who are trained and committed to meeting the needs of all students but are also exemplary at meeting the needs of the three lowest performing sub groups should be recruited and retained.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase the percentage of staff who are teaching with credential authorization from CCTC by 1% as measured by William's Checklist.	95% of staff are Highly Qualified	Increased percentage of Highly Qualified Staff to 95%	Increased percentage of Highly Qualified Staff to 96%	Increased percentage of Highly Qualified Staff to 97%
Improve implementation of strategies identified by Problem of Practice by 10% from pre to post data collection.	Problem of Practice is identified yearly and the pre score is collected during the Fall Rounds.	10% increase from Fall 2017 collection to Post Rounds %.	10% increase from Fall 2018 collection to Post Rounds %.	10% increase from Fall 2019 collection to Post Rounds %.
Sign in sheets from i-Ready training on diagnostic assessments.	100% of 2nd - 8th grade teachers trained.	100% of 2nd - 8th grade teachers trained to develop formative assessments aligned to CCSS.	100% of 2nd - 8th grade teachers trained to pull reports and analyze formative data aligned to CCSS instruction.	100% of 2nd - 8th grade teachers trained to pull multiple reports and analyze formative data aligned to CCSS instruction.

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

All teachers will be appropriately credentialed for their assignments to include supporting of the Teacher Induction Program.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	1,356,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries

2018-19

Amount	1,455,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries

2019-20

Amount	1,555,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries

Action **2**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Train teachers on research based strategies to meet the rigor of CCSS that are effective to meet the needs of students in the three student groups that perform the lowest. Activities include: Extended days for staff development; use of Instructional Rounds process to refine strategies that are effective for EL's and underperforming students; release teachers by grade level for internal rounds with a focus on research based strategies that are effective for students in the three student groups that perform the lowest.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount 100,000

Source Supplemental and Concentration

2018-19

Amount 100,000

Source Supplemental and Concentration

2019-20

Amount 100,000

Source Supplemental and Concentration

Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	25,000	Amount	25,000	Amount	25,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies

Action **3**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Develop and train staff to use formative ELA and Math assessments to identify students that have intensive needs by developing and purchasing formative assessments or intensive intervention. I-Ready Assessments and Diagnostic including staff development.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	6,000	Amount	5,000	Amount	5,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	30,000	Amount	32,000	Amount	33,000
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies
Amount	6,400	Amount	6,500	Amount	6,600
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds: \$762,000

Percentage to Increase or Improve Services: 28.76%

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](#)).

Le Grand Union Elementary School District's percentage of unduplicated students is 83.00 and 8/10 students are those targeted students of need. Therefore, the district is choosing to use supplemental and concentration funds in a school-wide manner, giving priority for services to unduplicated students. The majority of funds will be directed towards unduplicated students for interventions for ELA, ELD and math through the use of an intervention lab and support staff, as well as through instructional aides at the primary grades for small group instruction. Additionally, funds will be spent on technological devices and teacher training on instructional technologies to ensure equity and access for all students and to prepare them for college and careers. Socially, funds will be used to support families of unduplicated students by a Health Coordinator who will provide social services for students, for PBIS related activities and positive attendance incentives and the addition of cameras to increase students' feelings of safety. (Note: The local context of our rural school and gang activities and violence necessitates this safety equipment.) Finally, parents of unduplicated students will be supported through increased parent involvement activities in school. These areas of focus, (academic, social and support for parents) have been identified in research as having a positive impact on student outcomes.

LeGrand Union Elementary School's minimum proportionality percentage for 2017-18 is 28.76%. Although many services are similar to those in the prior plan the District has quantitatively increased and qualitatively improved services to targeted students from the previous year in the following ways:

- Increased number of students serviced in the reading and math intervention labs with more staff.
- Increased access to technology devices for K-8 with the addition of classroom sets of Chrome books and devices, so that all classes have access to technology.
- The Health Coordinator will serve an increased number of students in social skills groups.
- Updated security cameras and installed additional units on school site to increase surveillance and minimize dead zones.
- Provide additional professional development to deepen the understanding of staff on ELA, ELD and math strategies that are research based and effective for the instruction of EL, low socioeconomic and Foster Youth.
- Increased safety and security by repairing black tops and drop off area so students and parents have a safe walking path throughout the school.

Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Budget Summary

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

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

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	2,508,600.00	2,543,117.00	2,682,800.00	2,823,800.00	2,958,000.00	8,464,600.00
	0.00	36,000.00	8,000.00	9,000.00	9,000.00	26,000.00
Base	1,321,000.00	1,543,100.00	1,486,000.00	1,595,000.00	1,705,000.00	4,786,000.00
Concentration	106,000.00	76,920.00	0.00	0.00	0.00	0.00
Federal Funds	14,000.00	14,000.00	14,000.00	14,000.00	14,000.00	42,000.00
Other	6,600.00	0.00	0.00	0.00	0.00	0.00
Supplemental	656,000.00	521,972.00	20,000.00	107,500.00	111,000.00	238,500.00
Supplemental and Concentration	361,400.00	308,125.00	1,107,800.00	1,049,300.00	1,068,000.00	3,225,100.00
Title I	30,000.00	43,000.00	47,000.00	49,000.00	51,000.00	147,000.00
Title III	13,600.00	0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	2,508,600.00	2,543,117.00	2,682,800.00	2,823,800.00	2,958,000.00	8,464,600.00
	0.00	0.00	8,000.00	9,000.00	9,000.00	26,000.00
0000: Unrestricted	0.00	5,000.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	5,000.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	1,792,500.00	1,856,042.00	1,891,500.00	1,998,500.00	2,112,600.00	6,002,600.00
2000-2999: Classified Personnel Salaries	280,500.00	244,200.00	336,900.00	347,500.00	353,000.00	1,037,400.00
3000-3999: Employee Benefits	27,000.00	22,500.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	252,000.00	259,485.00	281,500.00	296,200.00	308,400.00	886,100.00
5000-5999: Services And Other Operating Expenditures	70,000.00	120,000.00	75,000.00	75,000.00	75,000.00	225,000.00
5800: Professional/Consulting Services And Operating Expenditures	81,600.00	35,890.00	89,900.00	97,600.00	100,000.00	287,500.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	2,508,600.00	2,543,117.00	2,682,800.00	2,823,800.00	2,958,000.00	8,464,600.00
		0.00	0.00	8,000.00	9,000.00	9,000.00	26,000.00
0000: Unrestricted	Base	0.00	5,000.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Base	5,000.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries		0.00	36,000.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	1,308,000.00	1,535,100.00	1,416,000.00	1,515,000.00	1,615,000.00	4,546,000.00
1000-1999: Certificated Personnel Salaries	Concentration	47,000.00	28,780.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Federal Funds	14,000.00	14,000.00	14,000.00	14,000.00	14,000.00	42,000.00
1000-1999: Certificated Personnel Salaries	Supplemental	330,000.00	191,910.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	85,900.00	50,252.00	461,500.00	469,500.00	483,600.00	1,414,600.00
1000-1999: Certificated Personnel Salaries	Title III	7,600.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Base	3,000.00	3,000.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Concentration	9,000.00	9,000.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	123,500.00	96,200.00	8,000.00	81,500.00	85,000.00	174,500.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	115,000.00	93,000.00	281,900.00	217,000.00	217,000.00	715,900.00
2000-2999: Classified Personnel Salaries	Title I	30,000.00	43,000.00	47,000.00	49,000.00	51,000.00	147,000.00
3000-3999: Employee Benefits	Supplemental	27,000.00	22,500.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	0.00	0.00	70,000.00	80,000.00	90,000.00	240,000.00
4000-4999: Books And Supplies	Concentration	20,000.00	27,500.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
4000-4999: Books And Supplies	Supplemental	99,500.00	91,362.00	12,000.00	12,000.00	12,000.00	36,000.00
4000-4999: Books And Supplies	Supplemental and Concentration	132,500.00	140,623.00	199,500.00	204,200.00	206,400.00	610,100.00
5000-5999: Services And Other Operating Expenditures	Supplemental	70,000.00	120,000.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	0.00	0.00	75,000.00	75,000.00	75,000.00	225,000.00
5800: Professional/Consulting Services And Operating Expenditures	Base	5,000.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Concentration	30,000.00	11,640.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Other	6,600.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	6,000.00	0.00	0.00	14,000.00	14,000.00	28,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	28,000.00	24,250.00	89,900.00	83,600.00	86,000.00	259,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	6,000.00	0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Goal

Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	630,600.00	657,600.00	678,000.00	1,966,200.00
Goal 2	266,500.00	272,500.00	275,500.00	814,500.00
Goal 3	262,300.00	270,200.00	279,900.00	812,400.00
Goal 4	1,523,400.00	1,623,500.00	1,724,600.00	4,871,500.00

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