

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
LEA: Raymond Knowles Union Elementary School District	Michelle Townsend, Superintendent/ Principal	mtownsend@rkusd.org , (559) 689-3336

2017-20 Plan Summary

The Story

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

Raymond Knowles Union Elementary School District (RKUESD) is a single-school district located in the town of Raymond, an unincorporated community of less than 1,000 residents situated in the foothills of Eastern Madera County.

The district encompasses 196.7 square miles of sparsely populated foothills. Currently, the district serves a diverse population of 82 students enrolled in grades K-8, 10% of whom are American Indian, 6% two or more races, 22% Hispanic, 58% White, and 5% other. 61.48% of our students meet the state's definition of "unduplicated pupils."

The mission of the Raymond-Knowles Union Elementary School District is to educate all students in a challenging, disciplined, safe, and supportive environment, so they can reach their full potential of becoming productive citizens of high moral character, making life-long contributions to society.

Students are taught by four teachers assigned to multi-grade classrooms; one Learning Director; and one Resource Teacher. One school and district secretary, one site administrator (superintendent/principal), and two maintenance workers/bus drivers provide support to the educational program.

Students at RKUESD are instructed in 21st century skills that include the learning areas of core academic subjects using 21st century themes of life and career skills, critical thinking, communication, collaboration, creativity, technology, and information/media literacy.

We are a 1:1, student to device school. Every student in grades Kindergarten through eighth grades has a computer or technology device assigned to them. Kindergarten through first grades use iPad minis. Second through eighth grades uses Chromebooks. We are also a Google Apps For Education (GAPE) school. All of our teachers are in the process of becoming Google Certified Teachers.

We take pride in our students work and accomplishments. We host a student showcase event once a month where we invite the community to the school to see students work on display. Students share with their families and the community what they have learned and created in school. These events have fostered a positive relationship between the school and community.

The Governing Board is a group of publicly-elected volunteers who are stakeholders in the community and are active in the school program.

LCAP Highlights

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

Raymond Knowles UESD is committed to educating the whole child in a supportive environment. To that end, the LCAP highlights the following:

To support teachers in improving their craft, and in providing best first instruction, the Learning Director facilitates meetings to discuss instructional practices, student data analysis, and positive classroom culture and environment. Teachers are being trained to implement Project Based Learning into lessons and units of study.

To ensure technology most effectively supports instruction, teachers attend Google Certification Boot Camps and other GAFE workshops/conferences to learn GAFE tools.

To support at-risk students, counseling services are provided, along with in-class and out of class academic interventions for students.

Our Student Showcase events engage students, parents, and the community-at-large in a positive demonstration of students' learning.

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

English Language Arts – After a remarkable increase of 45.8 points the preceding year, the Fall, 2017, mean students' score school-wide on the California School Dashboard was at 8.2 points below Level 3 (Standard Met), a slight drop from the prior year. Because of the small numbers of students assessed, results can be very volatile; the district is pleased to have come close to maintaining the growth from the prior year.

Mathematics – The prior year's increase of 35.3 points in math was also remarkable, and growth continued with the Fall, 2017, Dashboard results. They increased by 1.5 points to 31.1 points below Level 3 (Standard Met). Students who were in the Socioeconomically Disadvantaged group increased by 7.3 points, and Hispanic students increased by 7.2 points. Achievement gaps between student groups in math continue to narrow.

On the LCAP survey for the statement, "The school focuses on creating excitement and engagement for all students and families." The school received a 5 (strongly agree) for 87% -- and increase of 18% -- of the responses and a 4 (agree) for 8.7% of the responses.

Fifty percent of RKUESD teachers have achieved Google Certified Educator status.

The District will continue to improve first teaching, provide interventions, and add a part-time Response to Intervention teacher to build on and improve the academic assessment results and other indicators on the California School Dashboard.

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

On the state’s Fall, 2017, Dashboard, the Suspension Rate Indicator for All Students was in the “High” (5.2%) and “Increased” (+3%) ranges, resulting in placement in the Orange Category. This is due, in large part, to having a small population in which a few students can cause wide swings in results. For example, the Dashboard results don’t show that, between the two reporting periods, the district’s suspension rate fell to 2.2%, or that the state’s DataQuest website shows that each student suspended raises the rate by a full percentage point.

To lower the suspension rate, the district will continue to implement positive behavior interventions. Raymond-Knowles Elementary will also continue to provide counseling services to high-risk students and families.

The District was also in the Orange Category (“Low”, “Maintained”) for both English Language Arts and mathematics.

The district will continue to offer the best possible services to our students, and continue the LCAP improvement actions and services. (See the “Increased or Improved Services” section below.) Students’ growth in academics and the closing of achievement gaps over the past few years indicates our efforts have been effective.

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

Performance Gaps

The district has no performance gaps, based on the definition above.

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

Increased or Improved services

The Learner Director will spend 50% of the work day providing academic support to students and teachers of students who are not meeting academic standards, principally directed to those who are socioeconomically disadvantaged, English learners, or foster youth.

Teachers will be provided coaching and support for improving instruction and providing in-class remediation.

Teachers will be given time to prepare resources for families on how they can help their student(s) at home to assist them in mastering content and academic standards, and support their children’s learning needs.

An additional part time certificate employee will be hired to provide Response To Intervention (RTI) to students who fall one or more grade levels below standard in Language Arts and/or Mathematics. (This position will be funded with S&C monies)

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

\$ 1,009,584

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

\$ 178,745

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.

Certificated and classified staff salaries, benefits, and PERS/STRS expenses, with the exception of the Learning Director, the part-time counseling services, and part-time custodian.

Transportation costs.

Maintenance costs in addition to personnel.

Utilities.

DESCRIPTION**AMOUNT**

Total Projected LCFF Revenues for LCAP Year

\$ 862,987

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

RKUESD classrooms will be led by appropriately credentialed and assigned, 21st century teachers.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1

Priority 8

Local Priorities: Digital portfolios and work samples.

Note: As a K8 district, we do not address the metrics of percent of students completing CSU/UC required courses, percent of students completing a CTE course sequence, percent of students with AP exam score of 3 or higher, EAP ELA college ready rate, EAP mathematics college ready rate, high school dropout rate, or high school graduation rate. Also, since the API is no longer calculated by the state, we have not established an API growth goal.

Annual Measureable Outcomes

Expected	Actual
Priority 1 Local Indicator -- Teachers appropriately credentialed and assigned: 100% of teachers will be appropriately credentialed and assigned, 21st century teachers. MET	100% of teachers were appropriately credentialed and assigned. MET
Teacher Training: 60% of teachers will have obtained Google Educator Status.	50% of teachers have obtained Google Educator Status.
Local Academic Indicator – Digital portfolios and work samples: 100% of students will have several work samples (formative assessments) that are tied to CCSS in their Google Drive and or digital portfolios.	All students in 6 th through 8 th grades have work samples in digital portfolios.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Maintain Learning Director position for instructional coaching.</p> <p>*Bi-weekly teacher observations</p> <p>*Bi-weekly one-on-one meetings to discuss instructional practices, student data analysis, and technology integration practices.</p>	<p>Learning Director was maintained for instructional coaching. The learning director also provided intervention to students who were identified as having significant academic achievement gaps.</p> <p>The learning director was in all classrooms multiple times a week.</p> <p>Biweekly meetings were consistent all year. The meetings consisted of discussions surrounding instructional practices, student data analysis, and technology implementation.</p>	<p>\$85,000 S/C RE-0000/OB-1100</p>	<p>\$77,655 (Supplemental & Concentration Grant)</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Send teachers to Google Certification Boot Camps and other GAFE workshops/ conferences to learn GAFE tools and take certification tests.</p>	<p>Teachers were not sent to a Google Boot Camp this school year. We plan to send the teachers who have not been Google Certified to Google Boot Camps to become certified prior to Spring 2019.</p>	<p>\$2,000 Base/Educator Effectiveness/Title 1 RE-0000/OB-5200 RE-6264/OB-5200 RE-3010/OB-5200</p>	<p>\$0 (Educator Effectiveness)</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to promote attendance at relevant off-site trainings and workshops during summer, weekends, and/or during school hours as appropriate.	Teachers were given a large variety of opportunities for trainings and workshops during summer, weekends, and/or school hours. Many Training were attended by our teachers.	a. \$3,000 b. \$2,000 a. Title I b. Base RE-0000/OB-5200 RE-6264/OB-5200 RE-3010/OB-5200	\$4,518 (Educator Effectiveness)

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Encourage teachers to present at off-site conferences and workshops.	Teachers were encouraged but only one presented at off-site conferences or workshops.	No additional cost.	No cost.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide a roving substitute teacher once a month to provide teachers release time to observe the learning director and/or other teachers using effective teaching tools and skills.	Roving substitute teachers were/were not used.	\$1,100 Title I RE-0000/OB-1120	\$0

Analysis

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

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

As noted in the “Actual Actions,” the Learning Director consistently held bi-weekly meetings with teachers to discuss best teaching strategies, implementation of CCSS, and to review student data. The Learning Director also helped teachers with implementing technology into their instruction. Teachers took advantage of several professional development opportunities. Implementation was lagging in teachers presenting outside the District. Roving subs were not hired because our Learning Director’s day was filled with intervention classes, teaching eighth grade math, and management tasks.

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

It appears that our actions and services for goal one were effective. Teachers are continuing to work towards level one and two Google Certification. Teachers and students were successful in creating digital portfolios for all students K-8 in their Google Drive or in a program called SeeSaw. The Learning Director was effective and consistent with teacher meetings. Teachers became much more effective in areas of their instruction that were weak as well as becoming more efficient with understanding data and using it to drive their instruction.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences in budgeted and actual expenditures.

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

The district was able to minimally implement Action 4, but was not able to implement action 5. Stakeholders agreed that having an action encouraging teachers to present is a good idea, so it will be continued. Also, the district found that it was able to meet its needs for teachers to observe others by meeting with the Learning Director Biweekly to discuss teaching practices that need improving. Stakeholders agreed that it would better serve our Unduplicated Pupils to discontinue Goal 1, Action 5, from a roving sub for teachers’ release time, and **add Goal 1, Action 6**, a part-time Response to Intervention teacher to support students.

Goal 2

RKUESD will provide a safe, comfortable, well-maintained learning environment for students and staff.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1

Priority 5

Priority 6

Local Priorities: [Add Local Priorities Here]

Annual Measureable Outcomes

Expected

Priority 1 Local Indicator -- School facilities are maintained in good repair:
An average score of 4/5 or higher on the LCAP survey in the area of our school having a well-maintained campus.

MET

Priority 6 Local Indicator -- School Climate Survey:
An average score of 4/5 or higher on the LCAP survey in the area of having a safe campus and how well our school handles bullying.

MET

Truancy Rate:
Our truancy rate will stay at or below 8%.

Suspension Rate Indicator:
The Suspension Rate Indicator will decrease –

All students: 2.2% to 3.0%. (Green Category)
Low Income: 3% to 3.5%. (Yellow Category)
White: 2% to 2.4%. (Green Category)
Hispanic: 3% to 6.7%.

Expulsion Rate:
Our expulsion rate will fall below 1%.

Attendance Rate:
The district wide student attendance rate will be maintained at 95% or above.

Actual

The LCAP survey statement (Our school has clean and well-maintained facilities) received an average score of 4 or higher. 69.6% surveyed rated the facilities a 4 or 5 on a scale rating of 1 to 5, with 1 being strongly disagree and 5 being strongly agree.

MET

The LCAP survey statement “Our school appropriately handles harassment and bullying among students” received a score of 4 or higher. 56.5% surveyed scored the school with a 5 and 26.1 rated the school handling bullying with a 4 on a scale of 1 to 5, with 1 being strongly disagree and 5 being strongly agree.

MET

The most recent Truancy Rate data (2015-16) for the district was 2.13%, compare to a state rate of 34.05%.

Suspension rates from the Fall, 2017, California School Dashboard

All students: 5.2%. (Orange Category)
Low Income: 8.3%. (Red Category)
White: 0%. (Blue Category)
Hispanic: 9.5%. (No color assigned because less than 30 in group.)

The expulsion rate was 0%.

The attendance rate is not yet calculated. It will be added to the update as soon as it is available.

Expected

Actual

Middle School Dropout Rate: Our middle school dropout rate will be maintained at 0%.	Our middle school dropout rate was maintained at 0%.
Chronic Absenteeism Rate: Our chronic absenteeism rate will be maintained at 3% or below.	Chronic absenteeism rates from the Fall, 2017, California School Dashboard (colors will not be assigned until Fall, 2018): All students: 10.3% Low Income: 13.1% White: 10.7% Hispanic: 4.8%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain part-time custodial employee.	Maintained a part-time custodial employee.	\$8,000 Base RE-0000/OB-2200	\$3,340 (Base Grant)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Counseling services for at-risk students will be continued.	[Add actual actions/services here]	\$15,000 Base RE-3010/OB-5800	\$8,500 (Title I)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Learning Director/Principal will meet with teachers biweekly to discuss best practices	The Learning Director met with teachers biweekly to discuss best practices. The Learning Director and the Principal were also	No additional cost	Included in the cost of the Learning Director and/or

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
for a positive classroom culture and environment.	available weekly to teachers who requested extra time to collaborate.		Principal. (Goal 1, Action 1)

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.

These actions and services were implemented to achieve the articulated goal. Our part-time custodian was moved to full-time as food services director and maintenance to help maintain the interior and exterior of the facilities and grounds. Counseling services were on campus once a week to serve at-risk students. Our Learning Director met with teachers bi-weekly to discuss best practices for both classroom instruction and classroom management. The school safety plan and the discipline policy were to be reviewed and updated if needed by staff, SSC, and the RKUED School Board, so they were regularly discussed.

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

The overall effectiveness of these actions and services was satisfactory. To lower the suspension rate, the district will continue to implement positive behavior interventions. Raymond-Knowles Elementary will also continue to provide counseling services to high-risk students and families.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The budgeted amount for counseling services (Action 2) was more than the actual because we budgeted for the possibility of offering counseling services to students twice per week. At this time once per week is meeting our needs.

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.

To support clarity to stakeholders, the outcome for “our school having a well-maintained campus” will change to an average score of 4 or higher on the LCAP survey in the Expected Annual Measureable Outcomes for 2018-19 and 2019-20.

To support clarity to stakeholders, the outcome for “our school having a well-maintained campus” will change to an average score of 4 or higher on the LCAP survey in the Expected Annual Measureable Outcomes for 2018-19 and 2019-20.
 Because the Suspension Rate Indicator outcome was not as expected, the Expected Annual Measureable Outcomes for 2018-19 and 2019-20 have been changed.
 Because the Chronic Absenteeism Rate Indicator outcome was not as expected, the chronic absenteeism rate will change to “decrease by 2% points from the prior year for All Students,” for 2018-19 and 2019-20.

Goal 3

Students will master CCSS content.

State and/or Local Priorities addressed by this goal:

- State Priorities: Priority 1
 Priority 2
 Priority 4
 Priority 7
 Priority 8

Local Priorities: Teacher and District Assessments

Annual Measureable Outcomes

Expected	Actual
Priority 1 Local Indicator: 100% of students have access to high-quality, standards-aligned curriculum and instructional materials. MET	100% of students had access to standards aligned materials. MET
Priority 2 Local Indicator:	100% of teachers and students had access to standards-aligned materials and standards-based instruction. This was implemented 100% of the time.

Expected

Actual

<p>Maintain 100% implementation of instruction in academic content and performance standards.</p> <p>MET</p>	<p>All students had and will continue to have access to standards-based instruction.</p> <p>MET</p>
<p>Academic Indicator, ELA (Distance from Level 3): Mean distance from Level 3 in will improve -- All students: 7 points to .9 points above. (Green category) Low Income: 10 points to 4.4 points below. Hispanic: 10 points to 6.2 points below. White: 7 points to 10.7 points above</p>	<p>From the Fall, 2017, California School Dashboard</p> <p>Mean distance from Level 3 -- All students: 8.2 points below (-2.2 points, Orange category) Low Income: 20.5 points below (-6.1 points, Orange category) Hispanic: 27.5 points below. (-11.3 points, no color assigned) White: 7.4 points below (-11.2 points, no color assigned)</p>
<p>Academic Indicator, Math (Distance from Level 3): Mean distance from Level 3 in will improve -- All students: 7.6 points to 25 points below. (Green category) Low Income: 15 points to 37.1 points below. Hispanic: 15 points to 28.2 points below. White: 5 points to 17.8 points below.</p>	<p>From the Fall, 2017, California School Dashboard</p> <p>Mean distance from Level 3 -- All students: 31.1 points below. (+1.5 points, Orange category) Low Income: 44.9 points below. (+7.3 points, Yellow category) Hispanic: 35.9 points below. (+7.2 points, no color assigned) White: 24.6 points below. (-1.8 points, no color assigned)</p> <p>The data from the Spring, 2018, CAASPP has not been officially calculated. Although our site has taken individual student data and we have come up with what we believe will be close to the actual data. We calculated 39% of our 3rd through 8th graders in ELA met or exceeded standard. In Math our calculations show 35% of 3rd-8th graders met or exceeded standard. This compares with Spring, 2017, data of 44.26% met or exceeded in ELA, and 36.06% in math.</p>
<p>Local reading and math assessments: 90% of students K-8 will be on grade level in both English Language Arts and Math, as measured by teacher and district assessments.</p>	<p>Data are not yet available, and will be updated as soon as the assessment results are tabulated.</p>
<p>Greater than 50% of pupils in grades K-8 will score on grade level or better on the iReady ELA and Math Assessments by the end of the school year.</p>	<p>Data are not yet available, and will be updated as soon as the assessment results are tabulated.</p>
<p>Access to Technology: 100% of teachers and students will have Google Apps for Education. K-3rd graders will have 1:1 devices (iPad minis) and 4-8th graders will have 1:1 devices (Chromebooks).</p>	<p>100% of teachers and students had Google Apps for Education. TK-1st grade have 1:1 iPad minis. 2nd-8th grades have 1:1 Chromebooks.</p>

Expected

Actual

Access to a Broad Course of Study:
All students will have access to a broad course of study that includes ELA, math, ELD (as appropriate), social studies, science, arts, and PE.

All students had and will continue to have access to a broad course of study.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Maintain Learning Director position for instructional coaching.</p> <p>*Weekly teacher observations</p> <p>*BiWeekly one-on-one meetings to discuss instructional practices, student data analysis, and create CCSS lessons and units of instruction.</p> <p>*Working with teachers on individualizing instruction for students to ensure they are meeting standards.</p>	<p>The Learning Director was maintained.</p> <p>Teacher observations occurred twice per month on average.</p> <p>Bi-weekly one-on-one meeting took place with teachers and the Learning Director. The Learning Director interacted with teachers on a regular basis regarding instruction, CCSS lessons, and assessment.</p> <p>The Learning Director worked with teachers on a regular basis to address individual student's needs, as necessary.</p>	<p>See Goal #1, Action #1.</p>	<p>Refer to cost in Goal #1.</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>8th grade graduation requirements tied to % CCSS mastered.</p>	<p>8th grade graduation criteria are tied to CCSS. The following is the Academic Achievement criteria for eighth grade graduation. Academic</p>	<p>No additional costs.</p>	<p>No additional costs.</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>Achievement: Measured by report card and digital portfolio</p> <p>With Honors: Mastered 80% of the CCSS assessed during 7th and 8th grade years; on or above grade level on local and state assessments during 7th and 8th grade years</p> <p>Graduation: Mastered 50% of CCSS assessed during 8th grade year; not more than one year below grade level on local and state assessments during 7th and 8th grade years</p> <p>Promotion: Mastered less than 50% of CCSS assessed during 8th grade year; more than one year below grade level on state and local assessments during 7th and 8th grade years</p>		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide in-class and out of class interventions for students not meeting standards.	This took place with small intervention groups that were taught by the Learning Director. Part time response to Intervention teacher was hired in March and will continue to provide small group instruction to students struggling academically.	No additional costs.	\$3,825.42 S&C Funds

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain CCSS-aligned Reading Program for grades TK-3 that includes student	Heinemann, Lucy Calkins reading curriculum for grades K and 3rd was purchased, after this		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
progress checkpoints, family involvement, and incentives.	program was researched by our primary teachers. It includes student progress and checkpoints. We did not include incentives with this program. Our second and third grade teacher attended a few webinars on the curriculum.	\$2,000 Title I RE-3010/OB-4300	\$3,263 (Title I)

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase or repurpose iPad mini's and/or Chromebooks for incoming students. Set up Google Apps for Education for incoming students. Set up Google Apps for Education for incoming students.	New technology (Chromebooks) was purchased for the 2018-2019 school year for all students in grades 2 through 8 and for all teachers. 100% of teachers and students had Google Apps for Education.	\$2,000 Title I RE-3010/OB-4300	\$12,165 (Title I)

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All students will have access to a broad course of study that includes ELA, math, ELD (as appropriate), social studies, science, arts, and PE.	All students had and will continue to have access to a broad course of study.	No additional costs	No additional costs.

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.

The implementation of actions and services for Goal 3 were achieved and carried out as described above. The Learning Director and the Principal worked together on creating DWA's for all grade levels to be used as the District's benchmark. Each writing genre was to be assessed at the end of nine weeks.

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

It appears the effectiveness of our actions and services for Goal 3 were effective. Our students' SBAC results are coming in and the data are being looked at by our Learning Director and the principal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The significant difference in budgeted and estimated expenditures was due to revising our technology plan in an effort to phase out our old technology and have a plan in place that allows the district to replenish old devices every five years.

The other significant difference was the District's decision to hire a part-time Response to Intervention teacher in Spring to support struggling 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.

Stakeholders agreed that it would better serve our Unduplicated Pupils to discontinue Goal 1, Action 5, a roving sub for teachers' release time, and add Goal 1, Action 6, a part-time Response to Intervention teacher to continue to provide small group instruction to students struggling academically. This action will also address Goal 3, Action 3.

Because the Academic Indicators for both ELA and mathematics did not have the expected outcomes, the Expected Annual Measureable Outcomes for 2018-19 and 2019-20 have been changed.

Goal 4

Generate excitement and engagement about what's going on at the school through campus beautification, quality instruction and project-based learning in varied subjects, and increased communication.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
<p>Promote parent participation in programs for unduplicated pupils and in programs for individuals with exceptional needs: Attendance of families at monthly student showcase events will be 82% or greater.</p>	<p>Our average attendance of families at monthly student showcase events for the 2017-2018 school year was 85%.</p>
<p>Service Learning: 70% of 8th graders will meet the minimum community service graduation requirement.</p>	<p>100% of 8th graders met the minimum community service graduation requirement.</p>
<p>Efforts to seek parent input in making decisions for the school district and each individual school site: A score of 4 or higher on the LCAP survey in the area of school to home communication.</p>	<p>On the LCAP survey in the area of school to home communication. 87% of families rated the school a 4 or higher.</p>
<p>Efforts to seek parent input in making decisions for the school district and each individual school site; promote parent participation in programs for unduplicated pupils; and promote parent participation in programs for individuals with exceptional needs: School Site Council will meet at least 4 times a year to gather input in decision-making, and to promote participation for parents of unduplicated pupils and students with exceptional needs.</p>	<p>The School Site Council met twice during the 2017-2018 school year.</p>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
8th grade graduation requirements will include community service hours.	8th grade graduation requirements include the following criteria in the area of community service: Honors-45 hours, Graduation-25 hours, Promotion <25 hours	No additional costs.	No additional costs.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Learning Director will work closely with classroom teachers on implementing PBL into lessons and units of study.	Learning Director worked in one-on-one meetings bi-weekly with classroom teachers on implementing lessons and units of study that reflect CCSS. It also occurred frequently throughout the week via email and informal conversations.	No additional costs.	No additional costs.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Monthly school newsletters, increased classroom to home communication on standards being covered and ideas and resources on how parents can help their students.	An upcoming events flyer was sent out each month. Frequent Blackboard Connect Ed messages regarding important events and dates were sent home. Progress reports with explanations of standards covered and areas where students need extra assistance went home quarterly. Parent/Teacher conferences	No additional costs.	No additional costs.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	were held at the end of the first and second Trimester with all students and their families.		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Student Showcase events will take place once a month. The student work on display will emphasize products of PBL, arts, music, and/or physical education.	This occurred every month with the exception of January and June.	No additional costs.	No additional costs.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Update and maintain the school website. Continue School Facebook and YouTube Channel. Student(s) will publish article in local paper(s) once a trimester.	<p>The website program was upgraded and is being maintained on a regular basis.</p> <p>The Facebook Page active and current. The YouTube channel is not current, but one video showing students painting sculpted clay animals was posted.</p> <p>Students did not publish articles. However, there were at least three positive articles written about our school in local newspapers.</p>	No additional costs.	No additional costs.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School Site Council will continue to review and update the Single Plan for Student Achievement and will look and discuss LCAP goals and actions.	SSC reviewed SPSA and LCAP goals twice this year.	No additional costs.	No additional costs.

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.

The implementation of the eight grade graduation community service requirements was done well. The junior high teacher kept accurate records of kids' service. Students are required to complete a prior approval and a completion form to keep track of hours. Their teacher takes those and transfers them to a spreadsheet. The school was also proactive with providing lots of opportunity for community service. The school to home connection through newsletters, Blackboard Connect, and Facebook was done well. Student Showcase events were well attended by families and community members. The school website program was updated, but can still use some work. The SSC meetings were not frequent enough.

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

The effectiveness of these actions and services was evident in our LCAP survey and based on the attendance of our Students' Showcase Events. We were also recognized in the local newspaper for our school float in the Raymond Parade, and for our success academically on last year's CAASPP results. Due to lots of turnover on the SSC and significant difficulty in scheduling, the SSC only met twice during this school year. This is an area for improvement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no significant differences.

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

No changes were made.

Goal 5

Deliver Quality Instruction to English Learner Students and Students with Disabilities.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4

Priority 7

Local Priorities:

Annual Measureable Outcomes

Expected

State English Language Development Assessment:
All English Learner students will show progress on the template/rubric in all English Language Development Level Continuums.

iReady Math Assessment:
All students with disabilities (SWD) will continue to make adequate yearly progress towards their goals and objectives as stated in their Individualized Education Plans (IEPs).

iReady ELA Assessment:

Actual

100% of English Learners made progress.
The number of English Learners in the district is too low to report results for the state ELD assessment, reclassification rates, or the English Learner Progress Indicator, due to privacy concerns.

All Students with Disabilities continued to make progress towards their goals and objectives. However, the number of Students with Disabilities in the district is too low to report results for the iReady assessments, due to privacy concerns.

All Students with Disabilities continued to make progress towards their goals and objectives. However, the number of Students with Disabilities in the

Expected

Actual

All students with disabilities (SWD) will continue to make adequate yearly progress towards their goals and objectives as stated in their Individualized Education Plans (IEPs).

district is too low to report results for the iReady assessments, due to privacy concerns.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Add progress towards ELPAC proficiency levels on Standards Based Report Cards.</p> <p>Discuss progress in these areas to the parents of EL students at parent/teacher conferences. (2 times a year)</p>	<p>This is still in progress. ELPAC scores are not on the report cards. We are working on an EL reclassification form that shows student's progress in all district criteria for reclassification.</p> <p>Progress of EL students is being addressed in parent teacher conferences twice a year.</p>	<p>No additional costs.</p>	<p>No additional costs.</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Resource teacher will continue quarterly progress reports on IEP goals for SWD.</p> <p>These reports will be shared at parent/teacher conferences. (2 times a year)</p>	<p>The resource teacher writes progress reports for all SWD quarterly.</p> <p>These reports were shared at parent teacher conferences.</p>	<p>No additional costs.</p>	<p>No additional costs.</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.

All actions and services were implemented.

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

EL students and SWD are making progress, therefore, these actions and services are proving to be effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No differences.

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

No changes were made.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

All parents, including parents of unduplicated pupils, students, community members, and LEA personnel are engaged and involved in the LCAP process through informal and formal feedback at Student Showcase events, through LCAP surveys, SSC meetings, (01/19/18, 06/18/18), staff meetings (10/23/17, 11/06/17, 01/29/18, 05/14/18), and parent teacher conferences (week of 11/13 -11/17/2017 and 03/05 -03/09/2018)

LCAP surveys were sent out with the April newsletter and an online survey [https://docs.google.com/forms/d/1thVyTDzhGDNDRSxKgtFACDhBH8EQGri3tyd9-cmSWVM/viewform?edit_requested=true] was posted to the RKS Facebook Page on **April 24, 2018 and May 17, 2018**. The survey was also made available in paper form which was sent home to all families on April 24, 2018 and was made available at the Poetry Festival on April 26, 2018, and at the Spring School Play on May 24, 2018.

The LCAP public hearing date was held on **May 24, 2018**.

The LCAP was approved by the RKUESD school board on **June 21, 2018**.

Impact on LCAP and Annual Update

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

All LEA parents and community members impacted the LCAP for the upcoming year by providing feedback on our LCAP survey. The LEA's personnel were engaged and involved in the LCAP process through staff meetings and the LCAP survey. The School Site Council, which is made up of many of the LEA staff due to it being a small school, as well as several community members, had a say on the LCAP. Also, the RKUESD School Board was informed on LCAP goals and was frequently asked for their feedback and ideas for the LCAP. Many rich and insightful conversations were had with all the above stakeholders on the LCAP and its goals, actions, and services.

As a result of these conversations and stakeholder input, and reviewing the data, the community agreed that the academic instructional program should continue on its current course. Stakeholders also agreed that it was in the best interests of our students to hire and retain a part-time Response to Intervention (RtI) teacher. **(Goal 1, Action 6)**

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged

Goal 1

RKUEDD classrooms will be led by appropriately credentialed and assigned, 21st century teachers.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1
 Priority 8
 Local Priorities: Digital portfolios and work samples

Identified Need:

There is a need for continued training in CCSS, formative assessment and data analysis practices, and integration of technology resources, with 50% of staff still to acquire the status of Google Educator or Apple Distinguished Educator.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1 Local Indicator -- Teachers appropriately	100%	100% of teachers will be appropriately credentialed and assigned, 21st century teachers.	100% of teachers will be appropriately credentialed and assigned, 21st century teachers.	100% of teachers will be appropriately credentialed and assigned, 21st century teachers.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
credentialed and assigned		MET	MET	MET
Teacher Training	40%	60% of teachers will have obtained Google Educator Status.	70% of teachers will have obtained Google Educator Status.	80% of teachers will have obtained Google Educator Status.
Local Academic Indicator – Digital portfolios and work samples	100%	100% of students will have several work samples (formative assessments) that are tied to CCSS in their Google Drive and or digital portfolios.	100% of students will have several work samples (formative assessments) that are tied to CCSS in their Google Drive and or digital portfolios.	100% of students will have several work samples (formative assessments) that are tied to CCSS in their Google Drive and or digital portfolios.

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

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

2017-18 Actions/Services

Maintain Learning Director position for instructional coaching.
 *Bi-weekly teacher observations
 *Bi-weekly one-on-one meetings to discuss instructional practices, student data analysis, and technology integration practices.

2018-19 Actions/Services

Maintain Learning Director position for instructional coaching.
 *Bi-weekly teacher observations
 *Bi-weekly one-on-one meetings to discuss instructional practices, student data analysis, and technology integration practices.

2019-20 Actions/Services

Maintain Learning Director position for instructional coaching.
 *Bi-weekly teacher observations
 *Bi-weekly one-on-one meetings to discuss instructional practices, student data analysis, and technology integration practices.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$85,000	\$87,000	\$90,000
Source	S/C	S/C	S/C
Budget Reference	RE-0000/OB-1100	Certificated Teacher Salary	Certificated Teacher Salary

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

Actions/Services

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

Modified

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Send teachers to Google Certification Boot Camps and other GAFE workshops/ conferences to learn GAFE tools and take certification tests.

2018-19 Actions/Services

Send teachers to Google Certification Boot Camps and other GAFE workshops/ conferences to learn GAFE tools and take certification tests.

2019-20 Actions/Services

Send teachers to Google Certification Boot Camps and other GAFE workshops/ conferences to learn GAFE tools and take certification tests.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$3,000
Source	Base/Educator Effectiveness/Title 1	Base/Educator Effectiveness/Title 1	Base/Educator Effectiveness/Title 1
Budget Reference	RE-0000/OB-5200 RE-6264/OB-5200 RE-3010OB-5200	Travel & Conference	Travel & Conference

Action 3

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

Students to be Served:

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

All

Location(s):

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

All schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Continue to promote attendance at relevant off-site trainings and workshops during summer, weekends, and/or during school hours as appropriate.

2018-19 Actions/Services

Continue to promote attendance at relevant off-site trainings and workshops during summer, weekends, and/or during school hours as appropriate.

2019-20 Actions/Services

Continue to promote attendance at relevant off-site trainings and workshops during summer, weekends, and/or during school hours as appropriate.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. \$3,000 b. \$2,000	\$3,000	\$3,000
Source	a. Title I b. Base	Title I	Title I
Budget Reference	RE-0000/OB-5200 RE-6264/OB-5200 RE-3010OB-5200	Travel & Conference	Travel & Conference

Action 4

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

Students to be Served:

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

Location(s):

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

All

All Schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Encourage teachers to present at off-site conferences and workshops.

2018-19 Actions/Services

Encourage teachers to present at off-site conferences and workshops.

2019-20 Actions/Services

Encourage teachers to present at off-site conferences and workshops.

Budgeted Expenditures

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

Action 5

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

Students to be Served:

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

All

Location(s):

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

All Schools

Actions/Services

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

Provide a roving substitute teacher once a month to provide teachers release time to observe the learning director and/or other teachers using effective teaching tools and skills.

2018-19 Actions/Services

Discontinued.

2019-20 Actions/Services

Discontinued.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,100	N/A	N/A
Source	Title I	N/A	N/A

Year	2017-18	2018-19	2019-20
Budget Reference	RE-0000/OB-1120	N/A	N/A

Action 6

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

Students to be Served:

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

All

Location(s):

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

All Schools

Actions/Services

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

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

New

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

Hire and retain a part-time certificated Response to Intervention (RTI) teacher to meet the needs of struggling students.

2019-20 Actions/Services

Hire and retain a part-time certificated Response to Intervention (RTI) teacher to meet the needs of struggling students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$16,252.00	\$16,252.00

Year	2017-18	2018-19	2019-20
Source	N/A	Supplemental & Concentration Funds	Supplemental & Concentration Funds
Budget Reference	N/A	Part-Time Certificated	Part-Time Certificated

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

Unchanged

Goal 2

RKUESD will provide a safe, comfortable, well-maintained learning environment for students and staff.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1
Priority 5
Priority 6

Identified Need:

Suspension Rate Indicator:

For All Students, the suspension rate was 5.2% for 2016-17, an increase of 3% from the prior year, which was in the Increased range. The status was in the High range, and assigned to the Orange category due to both status and increase from the prior year. **It should be noted that the small numbers of students involved makes this a very volatile indicator.** Two student groups were assigned a color:

Low Income student group, at 8.3% suspension rate, was assigned the Red category.

White student group, at 0%, was assigned the Blue category.

The Hispanic student group was not assigned a color, and was in the Very High range at 9.5%.

Attendance rate: Not available yet. When available, it will be added to the data

Chronic absenteeism rates from the Fall, 2017, California School Dashboard (colors will not be assigned until Fall, 2018):

All students: 10.3%

Low Income: 13.1%

White: 10.7%

Hispanic: 4.8%

The most recent Truancy Rate data (2015-16) for the district was 2.13%, compare to a state rate of 34.05%.

Middle School Dropout Rate: 0%

Expulsion Rate: 0%

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1 Local Indicator -- School facilities are maintained in good repair.	LCAP Survey: 40% scored a 5 36.7% scored a 4 20% scored a 3 Average = 4.2	An average score of 4/5 or higher on the LCAP survey in the area of our school having a well-maintained campus. MET	An average score of 4 or higher on the LCAP survey in the area of our school having a well-maintained campus. MET	An average score of 4 or higher on the LCAP survey in the area of our school having a well-maintained campus. MET
Priority 6 Local Indicator -- School Climate Survey.	LCAP Survey: 69% scored a 5 31% scored a 4 Average = 4.7	An average score of 4/5 or higher on the LCAP survey in the area of having a safe campus and how well our school handles bullying. MET	An average score of 4 or higher on the LCAP survey in the area of having a safe campus and how well our school handles bullying. MET	An average score of 4 or higher on the LCAP survey in the area of having a safe campus and how well our school handles bullying. MET
Truancy Rate	TBD	Our truancy rate will stay at or below 8%.	Our truancy rate will stay at or below 6%.	Our truancy rate will stay at or below 4%.
Suspension Rate Indicator	All: 5.2% (Orange) Low Income: 6.5% (Red) White: 4.4% (Orange)	The Suspension Rate Indicator will decrease --	The Suspension Rate Indicator will decrease --	The Suspension Rate Indicator will decrease --

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Hispanic: 9.7% (N/A)	All students: 2.2% to 3.0%. (Green Category) Low Income: 3% to 3.5%. (Yellow Category) White: 2% to 2.4%. (Green Category) Hispanic: 3% to 6.7%.	All students: to 4.2%. (Yellow Category) Low Income: to 5.3%. (Yellow Category) White: Maintain at 0%. (Blue Category) Hispanic: to 6.5%.	All students: to 2.7%. (Green Category) Low Income: to 3%. (Green Category) White: Maintain at 0%. (Blue Category) Hispanic: to 3.5%.
Expulsion Rate	0%	Our expulsion rate will fall below 1%.	Our expulsion rate will remain below 1%.	Our expulsion rate will remain below 1%.
Attendance Rate	TBD	The district wide student attendance rate will be maintained at 95% or above.	The district wide student attendance rate will be maintained at 95% or above.	The district wide student attendance rate will be maintained at 95% or above.
Middle School Dropout Rate	0%	Our middle school dropout rate will be maintained at 0%.	Our middle school dropout rate will be maintained at 0%.	Our middle school dropout rate will be maintained at 0%.
Chronic Absenteeism Rate	TBD	Our chronic absenteeism rate will be maintained at 3% or below.	Our chronic absenteeism rate will decrease by 2% points from the prior year for All Students.	Our chronic absenteeism rate will decrease by 2% points from the prior year for All Students.

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:

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

All

Location(s):

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

All Schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Maintain part-time custodial employee.

2018-19 Actions/Services

Maintain part-time custodial employee.

2019-20 Actions/Services

Maintain part-time custodial employee.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,000	\$8,500	\$9,000
Source	Base	Base	Base
Budget Reference	Rep-0000/OB-2200	Classified Support Salaries	Classified Support Salaries

Action 2

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Counseling services for at-risk students will be continued.

2018-19 Actions/Services

Counseling services for at-risk students will be continued.

2019-20 Actions/Services

Counseling services for at-risk students will be continued.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$15,000	\$15,000
Source	Base	Title I	Title I
Budget Reference	RE-3010/OB-5800	Professional Services	Professional Services

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

Actions/Services

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

Modified

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

Modified

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

Unchanged

2017-18 Actions/Services

Learning Director/Principal will meet with teachers biweekly to discuss best practices for a positive classroom culture and environment.

2018-19 Actions/Services

The Learning Director and/or Principal will meet with teachers biweekly to discuss best practices for a positive classroom culture and environment.

2019-20 Actions/Services

The Learning Director and/or Principal will meet with teachers biweekly to discuss best practices for a positive classroom culture and environment.

Budgeted Expenditures

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

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

Unchanged

Goal 3

Students will master CCSS content.

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Teacher and District Assessments

Identified Need:

Students will need to master CCSS at each grade level. They also need to be equipped with critical thinking, problem solving, and other career-oriented skills for college and 21st century jobs.

Academic Indicators: ELA progress for All Students was in the Orange category at 8.2 points below Level 3, a decrease of 2.2 points from the prior year, which placed it in the Maintained range. The student groups with scores reported were: Low Income – 20.5 points below; Hispanic – 27.5 points below; White – 7.4 points below.

Math progress for All Students was in the Orange category at 31.1 points below Level 3, an increase of 1.5 points from the prior year, which placed it in the Maintained range. The student groups with scores reported were: Low Income – 44.9 points below; Hispanic – 35.9 points below; White – 24.6 points below.

iReady and local assessments data will be examined when it becomes available.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1 Local Indicator -- Students have sufficient access to high-quality,	100%	100% of students have access to high-quality, standards-aligned curriculum and instructional materials.	100% of students have access to high-quality, standards-aligned curriculum and instructional materials.	100% of students have access to high-quality, standards-aligned curriculum and instructional materials.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
standards-aligned curriculum and instructional materials.		MET	MET	MET
Priority 2 Local Indicator -- The implementation of state board adopted academic content and performance standards for all students.	100%	Maintain 100% implementation of instruction in academic content and performance standards. MET	Maintain 100% implementation of instruction in academic content and performance standards MET	Maintain 100% implementation of instruction in academic content and performance standards MET
Academic Indicator, ELA (Distance from Level 3)	All: 6.1 points below Low Income: 14.4 points below Hispanic: 16.2 points below White: 3.7 points above	Mean distance from Level 3 in will improve -- All students: 7 points to .9 points above. (Green category) Low Income: 10 points to 4.4 points below. Hispanic: 10 points to 6.2 points below. White: 7 points to 10.7 points above.	Mean distance from Level 3 in will improve -- All students: 4 points to 4.2 points below. (Green category) Low Income: 7.8 points to 12.7 points below. (Yellow category) Hispanic: 8 points to 19.5 points below. White: 4 points to 3.4 points below.	Mean distance from Level 3 in will improve -- All students: 4.2 points to "at" Level 3. (Green category) Low Income: 7.7 points to 5 points below. (Green category) Hispanic: 8 points to 11.5 points below. White: 4 points to "at" Level 3.
Academic Indicator, Math (Distance from Level 3)	All: 32.6 points below Low Income: 52.1 points below Hispanic: 43.2 points below White: 22.8 points below	Mean distance from Level 3 in will improve -- All students: 7.6 points to 25 points below. (Green category) Low Income: 15 points to 37.1 points below. Hispanic: 15 points to 28.2 points below. White: 5 points to 17.8 points below.	Mean distance from Level 3 in will improve -- All students: 6.1 points to 25 points below. (Green category) Low Income: 10.9 points to 34 points below. (Yellow category) Hispanic: 10.9 points to 25 points below. White: 6.6 points to 18 points below.	Mean distance from Level 3 in will improve -- All students: 6 points to 19 points below. (Green category) Low Income: 10 points to 24 points below. (Green category) Hispanic: 10 points to 15 points below. White: 6 points to 12 points below.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Local reading and math assessments.	Not available	90% of students K-8 will be on grade level in both English Language Arts and Math, as measured by teacher and district assessments.	90% of students K-8 will be on grade level in both English Language Arts and Math, as measured by teacher and district assessments.	90% of students K-8 will be on grade level in both English Language Arts and Math, as measured by teacher and district assessments.
SMARTER Balanced Fixed Interim Comprehensive Assessments and Fixed Interim Performance Tasks (Assessment will be changed to iReady for the next three school years)	55% ELA 24% Math	Greater than 50% of pupils in grades K-8 will score on grade level or better on the iReady ELA and Math Assessments by the end of the school year.	Greater than 55% of pupils in grades K-8 will score on grade level or better on the iReady ELA and Math Assessments by the end of the school year.	Greater than 60% of pupils in grades K-8 will score on grade level or better on the iReady ELA and Math Assessments by the end of the school year.
Access to Technology	100%	100% of teachers and students will have Google Apps for Education. K-3rd graders will have 1:1 devices (iPad minis) and 4-8th graders will have 1:1 devices (Chromebooks).	100% of teachers and students will have Google Apps for Education. K-1st graders will have 1:1 devices (iPad minis), and 2-8th graders will have 1:1 devices (Chromebooks).	100% of teachers and students will have Google Apps for Education. K-1st graders will have 1:1 devices (iPad minis), and 2-8th graders will have 1:1 devices (Chromebooks).
Access to a Broad Course of Study	100%	All students will have access to a broad course of study that includes ELA, math, ELD (as appropriate), social studies, science, arts, and PE.	All students will have access to a broad course of study that includes ELA, math, ELD (as appropriate), social studies, science, arts, and PE. MET	All students will have access to a broad course of study that includes ELA, math, ELD (as appropriate), social studies, science, arts, and PE. MET

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Maintain Learning Director position for instructional coaching.
 *Bi-weekly teacher observations
 *Biweekly one-on-one meetings to discuss instructional practices, student data analysis, and create CCSS lessons and units of instruction.
 *Working with teachers on individualizing instruction for students to ensure they are meeting standards.

2018-19 Actions/Services

Maintain Learning Director position for instructional coaching.
 *Bi-weekly teacher observations
 *Biweekly one-on-one meetings to discuss instructional practices, student data analysis, and create CCSS lessons and units of instruction.
 *Working with teachers on individualizing instruction for students to ensure they are meeting standards.

2019-20 Actions/Services

Maintain Learning Director position for instructional coaching.
 *Bi-weekly teacher observations
 *Biweekly one-on-one meetings to discuss instructional practices, student data analysis, and create CCSS lessons and units of instruction.
 *Working with teachers on individualizing instruction for students to ensure they are meeting standards.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Goal #1, Action #1	See Goal #1, Action #1	See Goal #1, Action #1
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action 2

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

Students to be Served:

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

Location(s):

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

All	All Schools
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Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

8th grade graduation requirements tied to % CCSS mastered.

2018-19 Actions/Services

8th grade graduation requirements tied to % CCSS mastered.

2019-20 Actions/Services

8th grade graduation requirements tied to % CCSS mastered.

Budgeted Expenditures

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

Action 3

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Provide in-class and out of class interventions for students not meeting standards.

2018-19 Actions/Services

Provide in-class and out of class interventions for students not meeting standards.

2019-20 Actions/Services

Provide in-class and out of class interventions for students not meeting standards.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No additional costs	See Goal 1, Action #6	See Goal 1, Action #6
Source	N/A	See Goal 1, Action #6	See Goal 1, Action #6
Budget Reference	N/A	See Goal 1, Action #6	See Goal 1, Action #6

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Maintain CCSS-aligned Reading Program for grades TK-3 that includes student progress checkpoints, family involvement, and incentives.

2018-19 Actions/Services

Maintain CCSS-aligned Reading Program for grades TK-3 that includes student progress checkpoints, family involvement, and incentives.

2019-20 Actions/Services

Maintain CCSS-aligned Reading Program for grades TK-3 that includes student progress checkpoints, family involvement, and incentives.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$2,000
Source	Title I	Title I	Title I
Budget Reference	RE-3010/OB-4300	Supplies	Supplies

Action 5

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

Students to be Served:

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

All

Location(s):

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

All Schools

Actions/Services

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

Purchase or repurpose iPad mini's and/or Chromebooks for incoming students. Set up Google Apps for Education for incoming students.

2018-19 Actions/Services

Purchase or repurpose iPad mini's and/or Chromebooks for incoming students. Set up Google Apps for Education for incoming students.

2019-20 Actions/Services

[Purchase or repurpose iPad mini's and/or Chromebooks for incoming students. Set up Google Apps for Education for incoming students.

2017-18 Actions/Services

Set up Google Apps for Education for incoming students.

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$2,000
Source	Title I	Title I	Title I
Budget Reference	RE-3010/OB-4300	Supplies	Supplies

Action 6

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

Students to be Served:

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

All

Location(s):

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

All Schools

Actions/Services

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

Modified

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

Unchanged

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

Unchanged

2017-18 Actions/Services

All students will have access to a broad course of study that includes ELA, math, ELD (as appropriate), social studies, science, arts, and PE.

2018-19 Actions/Services

All students will have access to a broad course of study that includes ELA, math, ELD (as appropriate), social studies, science, arts, and PE.

2019-20 Actions/Services

All students will have access to a broad course of study that includes ELA, math, ELD (as appropriate), social studies, science, arts, and PE.

Budgeted Expenditures

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

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

Unchanged

Goal 4

Generate excitement and engagement about what's going on at the school through campus beautification, quality instruction and project-based learning in varied subjects, and increased communication.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3

Identified Need:

Getting more students, families, and the community, involved and excited about what the school is doing and providing for children is a key part of increasing students' success.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Promote parent participation in programs for unduplicated pupils. Promote parent participation in programs for individuals with exceptional needs.	86%	Attendance of families at monthly student showcase events will be 82% or greater.	Attendance of families at monthly student showcase events will be 85% or greater.	Attendance of families at monthly student showcase events will be 88% or greater.
Service Learning	60%	70% of 8th graders will meet the minimum community service graduation requirement.	90% of 8th graders will meet the minimum community service graduation requirement.	95% of 8th graders will meet the minimum community service graduation requirement.
Efforts to seek parent input in making decisions for the school district and each individual school site.	76.7% scored a 5 20% scored a 4 = 96.7% 4 or higher	A score of 4 or higher on the LCAP survey in the area of school to home communication.	90% of parents give the District a score of 4 or higher on the LCAP survey in the area of school to home communication.	90% of parents give the District a score of 4 or higher on the LCAP survey in the area of school to home communication.
Efforts to seek parent input in making decisions for the				

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>school district and each individual school site.</p> <p>Promote parent participation in programs for unduplicated pupils.</p> <p>Promote parent participation in programs for individuals with exceptional needs.</p>	SSC met two times.	School Site Council will meet at least 4 times a year to gather input in decision-making, and to promote participation for parents of unduplicated pupils and students with exceptional needs.	School Site Council will meet at least 4 times a year to gather input in decision-making, and to promote participation for parents of unduplicated pupils and students with exceptional needs.	School Site Council will meet at least 4 times a year to gather input in decision-making, and to promote participation for parents of unduplicated pupils and students with exceptional needs.

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:

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

All

Location(s):

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

All Schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

8th grade graduation requirements will include community service hours.

2018-19 Actions/Services

8th grade graduation requirements will include community service hours.

2019-20 Actions/Services

8th grade graduation requirements will include community service hours.

Budgeted Expenditures

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

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Learning Director will work closely with classroom teachers on implementing PBL into lessons and units of study.

2018-19 Actions/Services

Learning Director will work closely with classroom teachers on implementing PBL into lessons and units of study.

2019-20 Actions/Services

Learning Director will work closely with classroom teachers on implementing PBL into lessons and units of study.

Budgeted Expenditures

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

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Monthly school newsletters, increased classroom to home communication on standards being covered, and ideas and resources on how parents can help their students.

2018-19 Actions/Services

Monthly school newsletters, increased classroom to home communication on standards being covered, and ideas and resources on how parents can help their students.

2019-20 Actions/Services

Monthly school newsletters, increased classroom to home communication on standards being covered, and ideas and resources on how parents can help their students.

Budgeted Expenditures

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

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Students

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Student Showcase events will take place once a month. The student work on display will emphasize products of PBL, arts, music, and/or physical education.

2018-19 Actions/Services

Student Showcase events will take place once a month. The student work on display will emphasize products of PBL, arts, music, and/or physical education.

2019-20 Actions/Services

Student Showcase events will take place once a month. The student work on display will emphasize products of PBL, arts, music, and/or physical education.

Budgeted Expenditures

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

Action 5

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

Students to be Served:

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

All

Location(s):

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

All Schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Update and maintain the school website.
Continue School Facebook and YouTube Channel.

Student(s) will publish article in local paper(s) once a trimester.

2018-19 Actions/Services

Update and maintain the school website.
Continue School Facebook and YouTube Channel.

Student(s) will publish article in local paper(s) once a trimester.

2019-20 Actions/Services

Update and maintain the school website.
Continue School Facebook and YouTube Channel.

Student(s) will publish article in local paper(s) once a trimester.

Budgeted Expenditures

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

Action 6

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

Students to be Served:

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

Location(s):

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

All

All Schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

School Site Council will continue to review and update the Single Plan for Student Achievement and will look and discuss LCAP goals and actions.

2018-19 Actions/Services

School Site Council will continue to review and update the Single Plan for Student Achievement and will look and discuss LCAP goals and actions.

2019-20 Actions/Services

School Site Council will continue to review and update the Single Plan for Student Achievement and will look and discuss LCAP goals and actions.

Budgeted Expenditures

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

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

Unchanged

Goal 5

Deliver Quality Instruction to English Learner Students and Students with Disabilities.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4
Priority 8
Local Priorities: iReady District Benchmark Assessments

Identified Need:

Because of the low numbers of English Learners (EL) and Students with Disabilities (SWD) within the district, student performance for those groups are not reported due to privacy concerns.
However, the district is committed to ensuring that:
All EL students meet all the district requirements for reclassification before matriculating.
All SWD make yearly growth in ELA and Math.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State English Language	Not reportable	All English Learner students will show progress on the template/rubric in all English	All English Learner students will show one year or more progress on the English	All English Learner students will show one year or more progress on the English

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Development Assessment		Language Development Level Continuums.	Language Proficiency Assessment for California (ELPAC).	Language Proficiency Assessment for California (ELPAC).
iReady Math Assessment	Not reportable	All students with disabilities (SWD) will continue to make adequate yearly progress towards their goals and objectives as stated in their Individualized Education Plans (IEPs).	All students with disabilities (SWD) will continue to make adequate yearly progress towards their goals and objectives as stated in their Individualized Education Plans (IEPs).	All students with disabilities (SWD) will continue to make adequate yearly progress towards their goals and objectives as stated in their Individualized Education Plans (IEPs).
iReady ELA Assessment	Not reportable	All students with disabilities (SWD) will continue to make adequate yearly progress towards their goals and objectives as stated in their Individualized Education Plans (IEPs).	All students with disabilities (SWD) will continue to make adequate yearly progress towards their goals and objectives as stated in their Individualized Education Plans (IEPs).	All students with disabilities (SWD) will continue to make adequate yearly progress towards their goals and objectives as stated in their Individualized Education Plans (IEPs).
Reclassification Rate (Added 2018-19)			All EL students meet all the district requirements for reclassification before matriculating. Data are not reportable.	All EL students meet all the district requirements for reclassification before matriculating. Data are not reportable.

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

Students to be Served:

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

English Learners

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified

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

Modified

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

Unchanged

2017-18 Actions/Services

Add progress towards ELPAC proficiency levels on Standards Based Report Cards.

Discuss progress in these areas to the parents of EL students at parent/teacher conferences. (2 times a year)

2018-19 Actions/Services

Discuss progress on the ELPAC proficiency levels on Standards Based Report Cards to the parents of EL students at parent/ teacher conferences. (2 times a year)

2019-20 Actions/Services

Discuss progress on the ELPAC proficiency levels on Standards Based Report Cards to the parents of EL students at parent/ teacher conferences. (2 times a year)

Budgeted Expenditures

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

Action 2

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

Students to be Served:

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

Students with Disabilities

Location(s):

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

All Schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Resource teacher will continue quarterly progress reports on IEP goals for SWD.

These reports will be shared at parent/teacher conferences. (2 times a year)

2018-19 Actions/Services

Resource teacher will continue quarterly progress reports on IEP goals for SWD.

These reports will be shared at parent/teacher conferences. (2 times a year)

2019-20 Actions/Services

Resource teacher will continue quarterly progress reports on IEP goals for SWD.

These reports will be shared at parent/teacher conferences. (2 times a year)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No additional costs	No additional costs	No additional costs
Source	N/A	N/A	N/A

Year	2017-18	2018-19	2019-20
Budget Reference	N/A	N/A	N/A

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 97,530

14.19 %

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).

For the 2018-2019 school year, the primary use of these funds will continue to pay for all of the Learning Director's salary and benefits.

The Learning Director spends ½ of each day working with students who are not meeting academic standards, the vast majority of which are socioeconomically disadvantaged, English learners, or Foster Youth. The other ½ of each day is spent working with teachers on improving first instruction and in-class remediation for all students. Since the student population is 61.48% unduplicated pupils, this allocation of resources is believed to be the best way of improving learning for all students. Academic assessment results from the California State Dashboard seem to bear this out, as all student groups have maintained significant increases in academic performance.

The Learning Director position plays a critical role in meeting all five of goals in this plan.

For the 2018-2019 school year, the Learning Director's services will benefit unduplicated pupils by helping teachers improve their teaching craft. Common Core units and lessons will continue to be developed, reviewed, and improved upon with the coaching and support of the Learning Director. The additional time to prepare for parent teacher conferences will allow teachers to gather student work samples to share with parents about their students' progress towards mastery of CCSS. This time will also allow for teachers to prepare resources to families on how they can help their student(s) at home to assist them in mastering CCSS.

The support provided by the Learning Director, the intervention services, and the extra time that will allow teachers to plan to work with parents to address students' learning needs all combine to exceed the MPP of 14.19% in improved and increased services.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 86,150

12.73 %

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).

For the 2017-2018 school year, these funds will be used to pay for all of the Learning Director's salary and benefits. The Learning Director spends ½ of each day working with students who are not meeting academic standards, the vast majority of which are socioeconomically disadvantaged, English learners, or foster youth. The other ½ of each day is spent working with teachers on improving first instruction and in-class remediation for all students. Since the student population is over 64% unduplicated pupils, this allocation of resources is believed to be the best way of improving learning for all students. Academic assessment results from the California State Dashboard seem to bear this out, as all student groups showed significant increases in academic performance.

The Learning Director position plays a critical role in meeting all five of goals in this plan.

For the 2017-2018 school year, the Learning Director's services will benefit unduplicated pupils by helping teachers improve their teaching craft. Common Core units and lessons will continue to be developed, reviewed, and improved upon with the coaching and support of the Learning Director. The additional time to prepare for parent teacher conferences will allow teachers to gather student work samples to share with parents about their students' progress towards mastery of CCSS. This time will also allow for teachers to prepare resources to families on how they can help their student(s) at home to assist them in mastering CCSS.

The support provided by the Learning Director, the intervention services, and the extra time that will allow teachers to plan to work with parents to address students' learning needs all combine to exceed the MPP of 12.73% in improved and increased services.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

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

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

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

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

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

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/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; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

E. High school graduation rates;

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

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

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

(f) “Expulsion rate” shall be calculated as follows:

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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