

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Allensworth Elementary School District		
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2017-20 Plan Summary

THE STORY

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

Community of Allensworth has a population of 471. The population density was 151.8 people per square mile (58.6/km²). The racial makeup of Allensworth is 158 (33.5%) White, 22 (4.7%) African American, 0 (0.0%) Native American, 8 (1.7%) Asian, 0 (0.0%) Pacific Islander, 279 (59.2%) from other races, and 4 (0.8%) from two or more races. Hispanic or Latino of any race were 436 persons (92.6%).

According to the 2010 Census, 471 people (100% of the population) lived in households, 0 (0%) lived in non-institutionalized group quarters, and 0 (0%) were institutionalized.

115 households, out of which 69 (60.0%) had children under the age of 18 living in them, 67 (58.3%) were opposite-sex married couples living together, 20 (17.4%) had a female householder with no husband present, 11 (9.6%) had a male householder with no wife present. There were 10 (8.7%) unmarried opposite-sex partnerships, and 1 (0.9%) same-sex married couples or partnerships. 13 households (11.3%) were made up of individuals and 7 (6.1%) had someone living alone who was 65 years of age or older. The average household size was 4.10. There were 98 families (85.2% of all households); the average family size was 4.37.

There were 142 housing units at an average density of 45.8 per square mile (17.7/km²), of which 56 (48.7%) were owner-occupied, and 59 (51.3%) were occupied by renters. The homeowner vacancy rate was 0%; the rental vacancy rate was 11.8%. 220 people (46.7% of the population) lived in owner-occupied housing units and 251 people (53.3%) lived in rental housing units.

Allensworth Elementary School supports the needs of approximately 88 students. Our staff is committed to providing all students with the opportunity to perform to their fullest potential while ensuring there are minimal differences between the achievement levels of students by race, gender, or economic levels. This includes giving all students access to a well-rounded, rigorous curriculum that is research-based and data-driven.

LCAP HIGHLIGHTS

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

The development of the LCAP is directly influenced by the result of stakeholder input.

The top priorities are: 1. Conditions of Learning which include; support teachers in becoming fully qualified through profession development, provide all students with standards aligned resources and clean safe facilities, and access to a broad course of studies. 2. Engagement: Ensuring a partnership between stakeholder and school staff provide a learning environment where they will achieve and want to attend. These two areas are supported by the state priorities. Based on this information, Allensworth Elementary established the following goals: 1. Improve student achievement in English language arts, Math, and English language development by aligning resources and ensuring access to a broad course of study and implementation of Common Core State Standards 2. Improve conditions for learning and engagement to maximize student achievement for 21st century learning.

Allensworth Elementary School and stakeholders are committed to giving students the greatest opportunities to succeed academically and support their future.

The 2017-2018 LCAP was revised based on the feedback received during meetings held with parents, staff and school board of trustees. It was decided that we will move forward as a district with the following goals:

1. Improve student achievement in English language arts, Math, and English language development by aligning resources and ensuring access to a broad course of study and implementation of Common Core State Standards
2. Improve conditions for learning and engagement to maximize student achievement for 21st century 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.

After reviewing the CAASPP and School Dashboard, our identified strengths included English Language Arts where we had pockets of success at different grade levels, 4th grade 54% Standards nearly met or above, 6th grade 86% standards met or nearly met, 7th grade 60% standards met or nearly met, 8th grade 50% standards met or nearly met.

In Math, we had some success in 4th grade with 53% standards met or nearly met, 6th grade 43% standards met or nearly met and in 8th grade 50% standards met or nearly met.

Dashboard Data ELA: English Learners (37 Students) had an increase of 10.2 points

Dashboard Data Math: English Learners (37 students) had an increase of 7.8 points

Allensworth intends to build upon this success by continuing the teaching strategies that supported this growth while improving on our parent engagement program, counseling services, and intervention program. These services will support the whole child while improving academic outcomes as indicated by state and local indicators.

GREATEST PROGRESS

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?

After reviewing the CAASPP and School Dashboard, our areas of greatest need are in English Language arts 4th grade 46% standards not met, 5th grade 100% standards not met, 7th grade 40% standards not met, 8th grade 50% standards not met.

Dashboard Data ELA: all Students (52 Students) had a decrease of -2.6 points

GREATEST NEEDS

Dashboard Data Math: all Students (52 Students) had a decrease of -4.2 points

Dashboard Data: Suspension Rate is high at 5.1%, improved parent school contact with Social worker should decrease this number next year

Dashboard Data English Learners in Math and Ela remain low, but both showed signs of increase in ELA they improved 10.2%
In Math low but improved by 7.8%

The district will continue to provide highly effective instruction and teacher support through instructional coaching and ongoing professional learning and collaboration to improve student outcomes for English learners.

The district will continue to provide targeted intervention for English learners.

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**

Allensworth Elementary School District will continue to invest in the actions and strategies that will focus on narrowing gaps between student groups.

INCREASED OR IMPROVED SERVICES

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

The three most significant services to support our most at risk-populations are the following:

1. Parent education and engagement.
2. Continued funding for auxiliary services.
3. Educational supports that include the following but not limited to, updated curriculum and materials, appropriate staffing for unique needs, intervention support, summer extension program, counselor support.

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

\$ 1,088,693

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

\$191,798

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

The General Fund provides services district wide. It supplies all the core activities to the District, including Administration, Instructional staff, custodial & maintenance, transportation, technology, staff development and instruction, utilities and all other operating expenditures.

\$909,361

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1

Improve student achievement in English language arts, Math, and English language development by aligning resources and ensuring access to a broad course of study and implementation of Common Core State Standards

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Based on the establish baseline data from state test students will be expected to improve by 10%.
2. Students will improve their results on local benchmarks in Math and Language Arts by 5%
3. 20% English learners will improve English learning on the CELDT.
4. The school will reclassify 10 students by the end of 2016-17school year.
5. 100% of teachers will make progress towards being fully credentialed
6. 100% of students will have standards aligned to board adopted materials
7. All teachers will receive Professional Development in Common Core State Standards

ACTUAL

1. Based on the establish baseline data from state test students we did not meet the goal of 10% growth

ELA	Math
Not Met 62%	Not Met: 63%
Nearly Met 27%	Nearly Met: 26%
Met: 9%	Met: 7%
Exceeded: 0%	Exceeded 0%
2. We did not have benchmark results.
3. 15% English learners improved in English learning on the CELDT.
4. The school reclassified 11 students in 2016/17.
5. 1 teachers made progress towards being fully credentialed
6. All students have standards aligned to board adopted materials
7. All teachers receive Professional Development in Common Core State Standards

ACTIONS / SERVICES

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

Action **1**

Actions/Services	<p>PLANNED</p> <p>Hire a full-time Instructional coach to help improve student achievement by providing teacher input and support in each classroom with the neediest including EL students.</p>	<p>ACTUAL</p> <p>Completed: Hired a full-time Instructional coach to help improve student achievement by providing teacher input and support in each classroom with the neediest including EL students.</p>
	<p>BUDGETED</p> <p>Salaries & Benefits 87,000 LCFF S/C</p>	<p>ESTIMATED ACTUAL</p> <p>Salaries & Benefits 87,000 LCFF S/C</p>
Expenditures		

Action **2**

Actions/Services	<p>PLANNED</p> <p>Align curriculum, assessments, and resources with the Common Core State Standards in ELA, Math and ELD instruction.</p>	<p>ACTUAL</p> <p>Completed: Purchased new ELA Curriculum Mirror and Windows (7-8) McGraw Hill Wonders (K-6) I-ready curriculum associates</p>
	<p>BUDGETED</p> <p>Materials & Supplies 18,000 LCFF S/C</p>	<p>ESTIMATED ACTUAL</p> <p>Materials & Supplies 18,000 LCFF S/C</p>
Expenditures		

Action **3**

Actions/Services	<p>PLANNED</p> <p>Provide Instructional support and supplies for teaching staff that are aligned to the new standards</p>	<p>ACTUAL</p> <p>Completed: Teachers were provided with Classroom Instructional Materials from G&W School Supply</p>
	<p>BUDGETED</p> <p>Materials & Supplies 1,000 LCFF S/C</p>	<p>ESTIMATED ACTUAL</p> <p>Materials & Supplies 1,000 LCFF S/C</p>
Expenditures		

Action **4**

Actions/Services	<p>PLANNED</p> <p>Provide a school nurse to ensure that students health needs are properly taken care of so they can focus on learning</p>	<p>ACTUAL</p> <p>Completed: A School nurse was hired to ensure that students health needs are properly taken care of so they can focus on learning</p>
	<p>BUDGETED</p> <p>Salaries & Benefits 31,300 LCFF S/C</p>	<p>ESTIMATED ACTUAL</p> <p>Salaries & Benefits 31,300 LCFF S/C</p>
Expenditures		

Action **5**

Actions/Services	<p>PLANNED</p> <p>Provide a classroom instructional aide to support the neediest students including EL.</p>	<p>ACTUAL</p> <p>Completed: A classroom instructional aide was hired to support the neediest students including EL.</p>
	<p>BUDGETED</p> <p>Salaries & Benefits 15,000 LCFF S/C</p>	<p>ESTIMATED ACTUAL</p> <p>Salaries & Benefits 15,000 LCFF S/C</p>
Expenditures		

Action **6**

Actions/Services	<p>PLANNED</p> <p>Establish a Summer Enrichment program focusing on academically high risk students in ELA, MATH and EL (Materials, Salaries & Benefits).</p>	<p>ACTUAL</p> <p>Completed: A Summer Enrichment program was established focusing on academically high risk students in ELA, MATH and EL (Materials, Salaries & Benefits).</p>
	<p>BUDGETED</p> <p>Materials & Supplies 5,000 LCFF S/C</p>	<p>ESTIMATED ACTUAL</p> <p>Materials & Supplies 5,000 LCFF S/C</p>
Expenditures		

Action **7**

Actions/Services	<p>PLANNED Provide additional real-life experiences through the use of study trips by grade span. Study trips to be of educational value to unduplicated student population.</p>	<p>ACTUAL Completed: Field Trips aligned to common core standards and real-life experiences through the use of study trips by grade span were provided to the students</p>
Expenditures	<p>BUDGETED Field Trips 3,000 LCFF S/C</p>	<p>ESTIMATED ACTUAL Field Trips 3,000 LCFF S/C</p>

Action **8**

Actions/Services	<p>PLANNED Establish an after-school tutoring program in which teachers select students based on local and SBAC performance results.</p>	<p>ACTUAL School tutoring program was not established.</p>
Expenditures	<p>BUDGETED Salaries & Benefits 1,000 LCFF S/C</p>	<p>ESTIMATED ACTUAL</p>

Action **9**

Actions/Services	<p>PLANNED Provide opportunity for Staff to have additional time to plan instructional content to meet the needs of the students of Allensworth Elementary</p>	<p>ACTUAL Completed: Staff was provided with additional time to plan instructional content to meet the needs of the students of Allensworth Elementary</p>
Expenditures	<p>BUDGETED Salaries & Benefits 12,000 LCFF S/C</p>	<p>ESTIMATED ACTUAL Salaries & Benefits 12,000 LCFF S/C</p>

Action **10**

Actions/Services	<p>PLANNED</p> <p>Fund the increased cost of Health Insurance for Certificated Staff and full time Classified Employees at the School Site in order to retain and recruit Highly Qualified Teachers and staff</p>	<p>ACTUAL</p> <p>Completed: The increased cost of Health Insurance for Certificated Staff and full time Classified Employees was funded at the School Site in order to retain and recruit Highly Qualified Teachers and staff</p>
Expenditures	<p>BUDGETED</p> <p>Salaries & Benefits 2,000 LCFF S/C</p>	<p>ESTIMATED ACTUAL</p> <p>Salaries & Benefits 2,000 LCFF S/C</p>

Action **11**

Actions/Services	<p>PLANNED</p> <p>Provide a Dean of Student affairs & Dean of Curriculum to support the implementation of Common Core State Standards to help increase the achievement of all students and also to support and improve our community outreach</p>	<p>ACTUAL</p> <p>Completed: The school provided a Dean of Student affairs & Dean of Curriculum to support the implementation of Common Core State Standards to help increase the achievement of all students and also to support and improve our community outreach</p>
Expenditures	<p>BUDGETED</p> <p>Salaries & Benefits 3,000 LCFF S/C</p>	<p>ESTIMATED ACTUAL</p> <p>Salaries & Benefits 3,000 LCFF S/C</p>

Action **12**

Actions/Services	<p>PLANNED</p> <p>Provide Technology, computers, educational software to student and staff to assist in the interventions of low performing students</p>	<p>ACTUAL</p> <p>Completed: The School provided (Lexia Learning and I-ready) online educational software to student and staff to assist in the interventions of low performing students</p>
Expenditures	<p>BUDGETED</p> <p>Technology & Equipment 2,366 LCFF S/C</p>	<p>ESTIMATED ACTUAL</p> <p>Technology & Equipment 2,366 LCFF S/C</p>

Goal 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.

All actions and services have been implemented as planned with the exception of After School Tutoring.

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

As a result of the actions/services, Overall our students improved slightly on the CASSP English Language Arts, 4th grade 54% Standards nearly met or above, 6th grade 86% standards met or nearly met, 7th grade 60% standards met or nearly met, 8th grade 50% standards met or nearly met. In Math we had some success in 4th grade 53% standards met or nearly met, 6th grade 43% standards met or nearly met and in 8th grade 50% standards met or nearly met.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Changes to the budget were made as a result of increased cost in other actions also, we did not establish a tutoring program

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 Goal will remain the same

Goal 2

Improve conditions for learning and engagement to maximize student achievement for 21st century learning.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. The facilities will be identified as in Excellent repair based on the FIT report.
2. 15% of the students who receive intervention will meet district establish academic targets in English language arts, EL standards and mathematics.
3. 100% of the identified student in need of intervention will participate in before school or after school intervention.
4. All students will participate in quarterly assemblies to be recognizing for: Attendance, academic achievement, citizenship and other incentives.
5. 40% of parent including those of unduplicated pupils and special needs pupils will attend parent school meetings.
6. School attendance will be at 97%
7. Chronic Absenteeism will be reduced completely
8. Maintain 0% middle school dropout rate
9. Reduce suspension rate to 0%
10. Maintain 0% expulsion rate

ACTUAL

1. The facilities were identified as Good/Excellent repair based on the FIT report.
2. Intervention services were set up and provided but data was inconclusive in English language arts, EL standards and mathematics.
3. Due to lack of staff, we were unable to provide after school interventions.
4. All students did participate in quarterly assemblies to be recognizing for: Attendance, academic achievement, citizenship and other incentives.
5. 40% of parent including those of unduplicated pupils and special needs pupils attended parent school meetings.
6. School attendance was at 94%
7. Chronic Absenteeism was 5%
8. Maintained 0% middle school dropout rate
9. Suspension rate was 5.1%
10. Maintain 0% expulsion rate

ACTIONS / SERVICES

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

Action **1**

Actions/Services	<p>PLANNED The school will provide the latest library books that align with the new CCSS.</p>	<p>ACTUAL The school did not provide new books to the library</p>
Expenditures	<p>BUDGETED Library Books 1,000 LCFF S/C</p>	<p>ESTIMATED ACTUAL</p>

Action **2**

Actions/Services	<p>PLANNED The school will provide students and community recognition for academic improvement and help motivate those students in greatest need.</p>	<p>ACTUAL Completed: The school provided students and community recognition for academic improvement and help motivate those students in greatest need.</p>
Expenditures	<p>BUDGETED Materials & Supplies 1,000 LCFF S/C</p>	<p>ESTIMATED ACTUAL Materials & Supplies 1,000 LCFF S/C</p>

Action **3**

Actions/Services	<p>PLANNED Provide facilities for before and after school Intervention to address English language arts, ELD and mathematics.</p>	<p>ACTUAL After school intervention was offered but the school did not have any teachers or classified staff interested in working afterschool</p>
Expenditures	<p>BUDGETED Facilities 1,000 LCFF S/C</p>	<p>ESTIMATED ACTUAL</p>

Action **4**

Actions/Services	<p>PLANNED Address facilities in disrepair that pose a safety for student and staff.</p>	<p>ACTUAL Completed: The school Addressed facilities in disrepair that pose a safety for student and staff.</p>
	<p>BUDGETED Materials & Supplies 2,000 LCFF S/C</p>	<p>ESTIMATED ACTUAL Materials & Supplies 2,000 LCFF S/C</p>

Action **5**

Actions/Services	<p>PLANNED Provide security at the school campuses through cameras in order to ensure staff, student, and community safety on campus.</p>	<p>ACTUAL The current Security camera system was not upgraded</p>
	<p>BUDGETED Materials & Supplies 1,000 LCFF S/C</p>	<p>ESTIMATED ACTUAL</p>

Action **6**

Actions/Services	<p>PLANNED Provide opportunities to participate in parent evening activities to help their involvement with their student and opportunities to improve academic achievement in all standards aligned courses.</p>	<p>ACTUAL Completed: Provide opportunities to participate in parent evening activities to help their involvement with their student and opportunities to improve academic achievement in all standards aligned courses.</p>
	<p>BUDGETED Materials & Supplies 1,420 LCFF S/C</p>	<p>ESTIMATED ACTUAL Materials & Supplies 1,420 LCFF S/C</p>

Action **7**

Actions/Services	<p>PLANNED</p> <p>The school will address the need for the replacement of outdated school sports uniforms and materials to help ensure that our students are able to compete and have pride in their school's sports program and to promote school connectedness</p>	<p>ACTUAL</p> <p>Completed: The school replaced the outdated school sports uniforms and materials to help ensure that our students are able to compete and have pride in their school's sports program and to promote school connectedness</p>
Expenditures	<p>BUDGETED</p> <p>Materials & Supplies 2,000 LCFF S/C</p>	<p>ESTIMATED ACTUAL</p> <p>Materials & Supplies 2,000 LCFF S/C</p>

Action **8**

Actions/Services	<p>PLANNED</p> <p>Utilize messaging system for parent outreach of various activities including Board Meetings, ELAC, Back to school night, open house, movie night etc.</p>	<p>ACTUAL</p> <p>Messaging system was not purchased</p>
Expenditures	<p>BUDGETED</p> <p>Contracted Services 12,000 LCFF S/C</p>	<p>ESTIMATED ACTUAL</p>

Goal 2

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 were implemented with the exception of the school library books, cameras and the LED messaging system, Other actions cost were higher than anticipated.

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

The actions/services performed under this goal were effective except the updating of the school library with new books and the updating of the camera and the school messaging system

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences in actions and services was that funds meant for LED messaging sign were instead used to purchased new ELA curriculum (Wonders)

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 Goal will remain the same

The LED messaging system planned for purchase in 2016/17 was not purchased and has been eliminated from the plan, the cost of other items exceeded expectations and decision to eliminate messaging system came down to greater need of something else

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Allensworth staff continues to work toward positive learning environment. The process we used to involve and develop our stakeholders in the development of the LCAP includes administration training, meetings held with teachers and board meeting, parents, students, met with classified union and Advisory councils and open forum settings.

In these meetings, the administration explained the new funding process of the Local Control Funding Formula (LCFF) as well as how the Local Control Accountability Plan (LCAP) is directly tied to the LCFF and services provided to students. The administration expressed the importance of having stakeholders involved in the process of developing, reviewing, and implementing the LCAP

In order for the above groups to resourcefully participate in the school LCAP meeting, data was presented over a 2-year period (2014-2016) in regards to academic performance index as determined by the SBAC results, district assessments, discipline rates, and results of the California English Language Development Test (CELDT). In these meetings, the following information will be shared to inform the LCAP goal setting with the stakeholders:

- School Accountability Report Card (SARC)
- Single Plan for Student Achievement (SPSA)
- SBAC data for 2 years

Addressed the high priorities that Allensworth Elementary needs to focus and improve upon.

Allensworth Elementary School District used multiple sources to update, inform, educate, solicit, engage and gather input from all of our stakeholders. Stakeholders groups included parents, Advisory councils, and community partners.

Parent Meetings:

English Language Advisory Committee: 5/25/17, 6/1/17

Allensworth School Board of Trustees Meetings: 6/6/17, 6/20/17. 9/25/17

Meeting with Tulare County Office of Ed: 3/14/17, 8/28/17

Allensworth Leadership met with its stakeholders to ensure continued engagement in the LCAP process and to help ensure that the school is allocating the necessary resources to meet the educational and social needs of the School's student population

IMPACT ON LCAP AND ANNUAL UPDATE

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

The development of the LCAP is directly influenced by the result of stakeholder input. The Allensworth Elementary School District and its stakeholders have decided to continue in their focus on the following top priorities # 1. Improve student achievement in English language arts, Math, and English language development by aligning resources and ensuring access to a broad course of study and implementation of Common Core State Standards # 2. Engagement: Ensuring a partnership between stakeholder and school staff provide a learning environment where will achieve and want to attend.

Allensworth School and stakeholders are committed to giving its students the greatest opportunity to succeed academically and support their future

No Additional Changes were made to the plan beside the removal of the messaging sign, due to cost overruns in other action, the determination was made to fund other actions at the expense of the messaging display.

No changes were made to the plan except eliminating of the messaging system.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New Modified Unchanged

Goal 1

Improve student achievement in English language arts, Math, and English language development by aligning resources and ensuring access to a broad course of study and implementation of Common Core State Standards

State and/or Local Priorities Addressed by this goal:

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

Identified Need

The school has made the commitment to providing our students with curriculum that is aligned with the Common Core State Standards. We, as a school, are stressing the use of the critical thinking strategies to help our students achieve success in SBAC

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17	2017-18	2018-19	2019-20
State Assessment on ELA:	Standards not met: 62% Standards Nearly met: 27% Standards met: 9% Standards Exceeded: 0%	Improve by 10%.	Improve by 10%.	Improve by 10%.
State Assessment on Math:	Standards not met: 63% Standards Nearly met: 26% Standards met: 7% Standards Exceeded: 0%	Improve by 10%.	Improve by 10%.	Improve by 10%.
DIBELS	Baseline will be established in 2017/18	Baseline will be established	Improve by 5%.	Improve by 5%.

CELDT	9.4% students were reclassified as FEP and 7 % of students went up a level in CELDT (2015/16)	20% of ELs will improve	20% of ELs will improve	20% of ELs will improve
EL Reclassification	11 students were reclassified (2016/17)	10 Students will be reclassified	11 Students will be reclassified	12 Students will be reclassified
Degree to which teachers are appropriately assigned and fully credentialed	40% of teachers are fully credentialed and appropriately assigned (2/5 teachers in 2016/17)	50% of teachers will be fully credentialed and appropriately assigned	60% of teachers will be fully credentialed and appropriately assigned	70% of teachers will be fully credentialed and appropriately assigned
Degree to which students have standards-aligned instructional materials	100% of students have standards-aligned instructional materials	100% of students will have standards-aligned instructional materials	100% of students will have standards-aligned instructional materials	100% of students will have standards-aligned instructional materials
Professional Development on Common Core State Standards	100% of teachers attended	100% of teachers will attend	100% of teachers will attend	100% of teachers will attend
To ensure broad course of study, all students, including students with exceptional needs, will participate in hands on Science projects	All Students	All Students	All Students	All Students

PLANNED ACTIONS / SERVICES

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
--------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------

Hire a full-time Instructional coach to help improve student achievement by providing teacher input and support in each classroom with the neediest including EL students.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$89,000	Amount	\$91,000	Amount	\$93,000
Source	LCFF S/C	Source	LCFF S/C	Source	LCFF S/C
Budget Reference	Salaries & Benefits	Budget Reference	Salaries & Benefits	Budget Reference	Salaries & Benefits

Action **2**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
--------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------

Align curriculum, assessments, and resources with the Common Core State Standards in ELA, Math and ELD instruction.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$20,000	Amount	22,008	Amount	22,000
Source	LCFF S/C	Source	LCFF S/C	Source	LCFF S/C
Budget Reference	Materials & Supplies	Budget Reference	Materials & Supplies	Budget Reference	Materials & Supplies

Action **3**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide Instructional support and supplies for teaching staff that are aligned to the new standards.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	\$5,000
Source	LCFF S/C
Budget Reference	Materials & Supplies

2018-19

Amount	\$5,000
Source	LCFF S/C
Budget Reference	Materials & Supplies

2019-20

Amount	\$4,374
Source	LCFF S/C
Budget Reference	Materials & Supplies

Action **4**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide a school nurse to ensure that students health needs are properly taken care of so they can focus on learning		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$34,555	Amount: \$34,839	Amount: \$36,839
Source: LCFF S/C	Source: LCFF S/C	Source: LCFF S/C
Budget Reference: Salaries & Benefits	Budget Reference: Salaries & Benefits	Budget Reference: Salaries & Benefits

Action **5**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide additional real-life experiences through the use of study trips by grade span. Study trips to be of educational value to unduplicated student population.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$4,000	Amount: \$4,000	Amount: \$4,500
Source: LCFF S/C	Source: LCFF S/C	Source: LCFF S/C
Budget Reference: Contracted Services	Budget Reference: Contracted Services	Budget Reference: Contracted Services

Action **6**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Fund the increased cost of Health Insurance for Certificated Staff and full time Classified Employees at the School Site in order to retain and recruit Highly Qualified Teachers and staff

2018-19

New Modified Unchanged

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2019-20

New Modified Unchanged

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BUDGETED EXPENDITURES

2017-18

Amount	\$5,000
Source	LCFF S/C
Budget Reference	Salaries & Benefits

2018-19

Amount	\$4,000
Source	LCFF S/C
Budget Reference	Salaries & Benefits

2019-20

Amount	\$6,000
Source	LCFF S/C
Budget Reference	Salaries & Benefits

Action **7**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Provide a Dean of Student affairs & Dean of Curriculum to support the implementation of Common Core State Standards to help increase the achievement of all students and also to support and improve our community outreach.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$7,600
Source	LCFF S/C
Budget Reference	Salaries & Benefits

Amount	\$7,600
Source	LCFF S/C
Budget Reference	Salaries & Benefits

Amount	\$7,600
Source	LCFF S/C
Budget Reference	Salaries & Benefits

Action **8**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
--------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------

Provide Technology, computers, educational software to student and staff to assist in the interventions of low performing students

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$7,000	Amount	\$5,875	Amount	\$5,708
Source	LCFF S/C	Source	LCFF S/C	Source	LCFF S/C
Budget Reference	Materials & Supplies	Budget Reference	Materials & Supplies	Budget Reference	Materials & Supplies

New Modified Unchanged

Goal 2

Improve conditions for learning and engagement to maximize student achievement for 21st century learning.

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

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

[Identified Need](#)

The FIT report states that the facility is good condition.

Students presently don't have access to the facilities for after school intervention because of the facilities cost to stay open.

Presently, students are occasionally recognized for attendance, citizenship award or other student incentives.

Presently, 50% of parent attend meeting related to their students

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2016-17	2017-18	2018-19	2019-20
Facilities Conditions per FIT Report	Good/Excellent Condition	Excellent Condition	Excellent Condition	Excellent Condition
Quarterly Assemblies for recognizing attendance, achievement, citizenship, and other incentives	All students	All students	All students	All students
Parents, including those of unduplicated pupils and special needs pupils, will attend parent school meetings	50%	60%	70%	80%
Attendance Rate	94%	97%	98%	99%
Chronic Absenteeism	5 %	0%	0%	0%
Middle school dropout	0%	0%	0%	0%
Suspension rate	5.1 %	4.0%	3.0%	2.0%
Expulsion rate	0%	0%	0%	0%

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
--------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------

The school will provide the latest library books that align with the new CCSS.		
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BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$3,000	Amount	\$3,000	Amount	\$2,000
Source	LCFF S/C	Source	LCFF S/C	Source	LCFF S/C
Budget Reference	Books & Supplies	Budget Reference	Books & Supplies	Budget Reference	Books & Supplies

Action **2**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The school will provide students and community recognition for academic improvement and help motivate those students in greatest need.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$2,500	Amount \$3,000	Amount \$2,000
Source LCFF S/C	Source LCFF S/C	Source LCFF S/C
Budget Reference Materials & Supplies	Budget Reference Materials & Supplies	Budget Reference Materials & Supplies

Action **3**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Address facilities in disrepair that pose a safety for student and staff.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount

\$7,000

Source

LCFF S/C

Budget Reference

Materials & Supplies

2018-19

Amount

\$8,500

Source

LCFF S/C

Budget Reference

Materials & Supplies

2019-20

Amount

\$8,500

Source

LCFF S/C

Budget Reference

Materials & Supplies

Action **4**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Provide security at the school campuses through cameras in order to ensure staff, student, and community safety on campus.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$3,143
Source	LCFF S/C
Budget Reference	Materials & Supplies

Amount	\$2,000
Source	LCFF S/C
Budget Reference	Materials & Supplies

Amount	\$2,000
Source	LCFF S/C
Budget Reference	Materials & Supplies

Action **5**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Provide opportunities to participate in parent evening activities to help their involvement with their student and opportunities to improve academic achievement in all standards aligned courses.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$2,000
Source	LCFF S/C
Budget Reference	Materials & Supplies

Amount	\$2,503
Source	LCFF S/C
Budget Reference	Materials & Supplies

Amount	\$2,235
Source	LCFF S/C
Budget Reference	Materials & Supplies

Action **6**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
--------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------

The school will address the need for the replacement of outdated school sports uniforms and materials to help ensure that our students are able to compete and have pride in their school's sports program and to promote school connectedness

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$2,000	Amount	\$1,000	Amount	\$1,681
Source	LCFF S/C	Source	LCFF S/C	Source	LCFF S/C
Budget Reference	Materials & Supplies	Budget Reference	Materials & Supplies	Budget Reference	Materials & Supplies

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 191.798

Percentage to Increase or Improve Services:

30.55 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Allensworth School, the stakeholders and school staff, have established an instructional program that focuses on the three priority areas to increasing student achievement in all subject areas. The program at Allensworth will continue to focus on the individual needs of students and will meet the proportionality requirement of 30.55% with the following schoolwide actions/services:

- Instructional Support to improve student learning: Funds will be provided to help provide professional development and coaching in core content areas, providing teachers with strategies and help develop their skill set to better meet the needs and challenges of the student population
- Supplemental Materials aligned with CCSS: Funds will be provided to help purchased additional materials aligned with CCSS to help close the achievement gap.
- Provide Instructional Supplies: Funds will be provided to assist classroom teachers acquire additional instructional materials to help prepare them and their instructional classroom better meet the needs of their students
- Study Trips: Funds will provide help students gain some real-life experiences through the use of study trips with educational values that are aligned with the CCSS
- Technology upgrades: Funds will be provided to help ensure and support equity and access of programs, services and equipment needs of all classrooms in support of student learning
- School Library: Funds will be provided to improve and acquire new books to help promotes student literacy across the campus and at home
- Recognition of Student achievement and Parent involvement: Funds will be provided to help encourage student learning and achievement

Due to the fact that 100% of the students at Allensworth are low socio-economically disadvantaged unduplicated count, Allensworth has determined that the most efficient approach to address the academic needs of all students is school wide. All actions/services were developed with these students in mind and directed at them to help meet the district goals and eight state priority areas. Based on this information, School's established the following goals: 1. Improve student achievement in English language arts, Math, and English language development by aligning resources and ensuing access to a broad course of study and implementation of Common Core State Standards 2. Improve conditions for learning and engagement to maximize student achievement for 21st century learning.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Budget Summary

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

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

- A. A 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?