

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	Columbine Elementary		
Contact Name and Title	Tim Jones, Principal	Email and Phone	tcolschool@aol.com , (661) 725-8501

2017-20 Plan Summary

THE STORY

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

Columbine is a small school placed about four miles northeast of Delano in rural southern Tulare County. 207 students were enrolled on October 5, 2016. The student body is composed of 81% Hispanic, 5.3% White, 2% Asian, 1.5% Filipino, 1.4% African American, and 4.3% other races.

The school serves students in grades TK -8 featuring one grade for each level including a TK classroom.

Columbine provides its students with curriculum that follows the state Common Core Standards, provides a positive safe climate, and strives for all of its students to become productive adults.

LCAP HIGHLIGHTS

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

Columbine will continue to provide opportunities for all of our students, emphasizing grades 3-8 in the plan, to learn and use Common Core skills, to focus on student achievement for all of our students, provide a variety of learning activities, and to maintain a safe and clean campus.

A classroom set of computers, internet access, social studies curriculum, library and classroom books, new floor covering in rooms 1-4, a tractor to drag the grounds, and refinishing the roof are key elements of this plan.

Staff costs include aides and teachers to assist EL, Foster Youth, Homeless, and other needy students. Summer school staffing is in the plan.

Fees for one teacher to participate in the County Teacher Induction Program are covered.

A clerk will continue to monitor attendance. Saturday school will be added to combat absences and give more teeth to our discipline program.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

Columbine is very proud of its excellent dashboard. CASSPP Test Language Arts and math improvement is very noticeable. We will continue to teach to the Common core Standards and provide additional practice and support for our students. Supplemental materials will continue to aid our students.

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

GREATEST NEEDS

Columbine didn't have any orange or red performance marks. We have students who need to reduce their absences. The clerk will continue to closely monitor student absences. Saturday school will be added to reduce absences and provide more teeth to the clerk's paperwork.

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

Columbine didn't have any.

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.

Columbine will be adding Saturday school to reduce student absences and as another tool in our discipline plan. Columbine will also be adding one hour of reading specialist time daily to assist needy students.

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	\$2,007,143
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Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$184,197
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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 reading specialist will spend an additional hour daily working with needy students. This hour will be paid by a different funding source. District funds may have to augment the plan in repairs such as roofing and curriculum materials. Teachers, administration, maintenance and transportation are our primary district costs.

\$1,782,643

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.

<h2 style="margin: 0;">Goal 1</h2>	<p>To provide opportunities for all students to learn and practice common core skills, including English learners, low income pupils and foster youth.</p>
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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

ACTUAL

<p>1. 100% of Students in grades k-8 will have access to the instructional resource on a daily basis through the internet.</p>	<p>1. Columbine has 100% of its students have access to instructional materials on the internet. However, 70% have access in their own classroom.</p>
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ACTIONS / SERVICES

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

Action 1

<p>Actions/Services</p>	<p>PLANNED The school will purchase 25 computers. Purchase tables, chairs, headphones, wiring, paying to set-up technology, curriculum, software, products, printer, laptops, projectors, and other technology accessories may be purchased for our classrooms. This will ensure students access instructional resources in all subject areas.</p>	<p>ACTUAL Columbine purchased 27 computers, additional headphones, 1 laptop, an LED Projector, and a printer.</p>
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Expenditures	BUDGETED \$12,500 - LCFF S/C funds for Technology Equipment	ESTIMATED ACTUAL \$10,787
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Action **2**

Actions/Services	PLANNED Online curriculum for math and language arts will be reviewed and purchased. Purchases may be made for other curriculum materials - books for novel units, novel units, language arts curriculum, and a second- grade test on the standards.	ACTUAL Columbine purchased language arts curriculum and staff development for grades K-5.
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Expenditures	BUDGETED \$47,000 - LCFF S/C for Instructional Material	ESTIMATED ACTUAL \$43,998
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Action **3**

Actions/Services	PLANNED Fee for internet access	ACTUAL Columbine paid for 12 months of Internet access.
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Expenditures	BUDGETED \$9,600 – LCFF S/C for Communication	ESTIMATED ACTUAL \$9,600
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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.

Columbine successfully purchased a classroom set of computers, a K-5 Language arts program, McGraw-Hill Wonders, and provides daily Internet access. Our language arts program was more expensive than originally anticipated. Some novel books were replaced due to wearing out. A schedule conflict during our testing window created a bigger burden during our second week of testing. Our Internet provider took care of this potential problem.

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

Students learned online and completed state tests online. 100% could use the Internet but students not in grades 3-8 have to switch classes. Students made the 1% growth on language arts and math.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budget costs were close but the cost of the language arts program limited other purchases.

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.

Columbine didn't need chairs and tables or additional novel units.

Goal 2

Provide for student achievement in language arts and math to low income, English learners and Foster youth. Supplemental learning experiences and assistance for low income, EL, and general population students who need extra support.

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. Students in grades 3-8 will show a 1% growth in math and language arts.
2. Grades 1 and 2 will establish baseline scores with McGraw-Hill language arts assessments. 80% of 2nd graders will score 70% or higher on math assessment. 1st graders will average 50% or higher on the CAT 5 math test. 70% of Kindergarteners will meet language arts and math standards on their report cards.
3. State EL scores will be monitored for EL students - 90% will advance one level or maintain their previous level.
4. Re-classified rate will continue at 10% or higher.
5. All teachers will receive training in language arts and ELD.
6. All students including unduplicated and special needs students will have access to writing assignments on a quarterly basis.
7. The school is committed to seek input from School site council, School advisory, LCAP representatives, and safety committees as vital cogs in our LCAP process - 3-5 times during the year. Consulting is a role that will continue for these groups.
8. The school will maintain its volunteer program vital to the success for all student involved in school activities.

ACTUAL

1. Students in grades 3-8 increased 14.3% in language arts and 14.7% in math.
2. Baseline scores were established, for 1st and 2nd grade language arts, 2nd grade 100% scored 70% or higher on math, 1st grade averaged 61% in math, Kindergarten 95% met language arts and 90% in math.
3. 92% went up 1 level or remained the same.
4. 20% of the EL students were redesignated.
5. 100% of teachers received language training.
6. 100% had writing assignments on a quarterly basis.
7. 4 times the various committees reviewed, discussed, planned, and/ or consulted on LCAP.
8. Maintained Volunteer Program, 104 people, helped at a variety of school activities.

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 Support staff will work in grades K-8 to address expected standards in language arts, math and ELD. Reading, writing, listening, speaking, vocabulary, grammar, and math concepts will receive emphasis.</p>	<p>ACTUAL Two aides provided services all year.</p>
Expenditures	<p>BUDGETED \$17,094 - LCFF S/C for Salary & Benefits</p>	<p>ESTIMATED ACTUAL \$16,787</p>

Action **2**

Actions/Services	<p>PLANNED Additional support and focus on EL student K-8 on a part time basis to enhance re-classification criteria. The reading specialist - funded by a different source will work with EL's on listening, reading, speaking, and writing skills.</p>	<p>ACTUAL The EL support person took another job on September 27, 2016. We weren't able to replace her.</p>
Expenditures	<p>BUDGETED \$14,676 – LCFF S/C for Salary & Benefits</p>	<p>ESTIMATED ACTUAL \$3,364</p>

Action **3**

Actions/Services	<p>PLANNED Hire 3-4 summer school teachers to provide additional student support to accelerate their learning and language proficiency. The support is based on the neediest identified students. Instruction and support for EL student will be based on ELD standards.</p>	<p>ACTUAL Four summer school positions are being paid by this service.</p>
Expenditures	<p>BUDGETED \$15,409 – LCFF S/C for Salary & Benefits</p>	<p>ESTIMATED ACTUAL \$15,396</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.

Summer school and aides were fully implemented. The fourth LCAP summer school class was split between two teachers due to personal conflicts. Title I and REAP programs provided two additional summer school teachers to further boost our summer school program. The EL position was strong for the Migrant season but didn't continue for the entire year. The original employee resigned and we weren't able to find a qualified replacement.

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

Students in grades 3-8 showed more than a 1% growth in math and language arts. Kindergarten through 2nd met their goals. 92% of CELDT students went up a level or maintained their level. 20% of ELs were redesignated. 100% of the teachers received language arts training. 100% of the students had quarterly writing assignments. The committees met 4 times to participate in the LCAP process. The Volunteer program is strong with 104 workers.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The support EL staff person wasn't able to continue all year. Also, pull-out time would have been too high for some students.

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

Columbine would like to eliminate grades K-2. This funding will focus on grades 3-8. Other funding sources such as Title I can provide services to these grades. K-2 ELs will still be included in growth and redesignation categories.

Goal 3

To provide a variety of learning activities to enhance student achievement on the new 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. Students will average 1% increase in math and language arts on the State Testing.
2. To increase student participation by 1% in the 8 student activities.

ACTUAL

1. Students average scores increased 14.3 and 14.7 points in language arts and math respectively.
2. Participation in the 8 events increased to 69% which is a 9% increase.

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED

The school offers coaching and travel costs for Odyssey of the Mind, running the Book Fair, and teacher hours for coaching Math Field Day for all students who qualify. Cost would escalate if we qualify for World Odyssey of the Mind.

ACTUAL

Columbine had 5 Odyssey of the Mind teams, an excellent book fair, and did well at Math Field Day- 10 students won awards.

Expenditures

BUDGETED

\$7,187 –LCFF S/C for Salary & Benefits

ESTIMATED ACTUAL

\$8,954

Action **2**

Actions/Services	PLANNED The school provides reading books for each grade level and all students through the library.	ACTUAL Columbine provided reading books for the classrooms and the library.
Expenditures	BUDGETED \$2,000 – LCFF S/C for Instructional Materials	ESTIMATED ACTUAL 2,000

Action **3**

Actions/Services	PLANNED The school provides after school classes that cover technology and writing skills, and math skills such as Geometry in the 8th grade for all students.	ACTUAL Columbine provided afterschool technology and writing classes for grades 3-8 – four sessions each.
Expenditures	BUDGETED \$3,000 – LCFF S/C for Salaries & Benefits	ESTIMATED ACTUAL \$1,452

Goal 3

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.

Columbine provided the planned student activities, purchased library and classroom reading books, and held afterschool classes for writing and technology. One Odyssey coach was in the process of moving but was able to finish her commitment at the regional competition. Two Odyssey teams qualified for the state competition by capturing first and second place at the regional event. Writing and technology classes were limited to two weeks per session due to time constraints. Geometry wasn't covered after school by LCAP at all. Title I did fill some of the geometry preparation time. Math field day lost several practices due to scheduling conflicts.

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

Columbine exceeded the 1% goal of language arts and math. It exceeded the participation goal by over 10%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Columbine went over in its Odyssey costs due to state level participation, high costs of PERS, and travel expenses. Afterschool class cost were lower because time only allowed 4 sessions per grade.

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.

Geometry will be covered in the classroom and in Title I afterschool class for 2017 / 18.

Goal 4

To maintain a safe and clean campus, address student attendance issues, and continue to provide fully credentialed teachers in appropriate assignments.

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. Maintain fully qualified teachers.
2. Maintain 97% attendance rate.
3. Less than 9 students suspended and 1 expelled student.
4. Maintain 100% graduation rate in the 8th grade.
5. Maintain 4 or less chronically absent students for the year.

ACTUAL

1. 100% of the teachers are highly qualified
2. Met 97% Attendance rate
3. Less than 9 suspensions, 0 expulsions
4. 100% of the 19 8th graders graduated
5. 3 chronically absent students for the year – met goal

ACTIONS / SERVICES

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

Action **1**

Actions/Services	PLANNED Remove asbestos and retile cafeteria. Buy a tractor, and another vehicle to replace maintenance truck. New sink and counter in room 1.	ACTUAL The cafeteria was retiled after asbestos was properly removed.
	BUDGETED \$25,900 – LCFF S/C for Facilities	ESTIMATED ACTUAL 23,453.00
Expenditures		

Action **2**

Actions/Services	<p>PLANNED The school honors students with 2 or fewer unexcused and less than 15 total absences will be given a reward activity, maintain school 97% attendance rate, maintain low suspension and expulsion rates, and maintain low office referral rate. The school clerk will monitor attendance, suspension and chronic absenteeism issues as part of her duties.</p>	<p>ACTUAL Columbine monitored attendance, suspensions, and chronic absenteeism.</p>
Expenditures	<p>BUDGETED \$800 - LCFF S/C for Instructional Supplies</p>	<p>ESTIMATED ACTUAL \$2,461</p>

Action **3**

Actions/Services	<p>PLANNED The school provides teachers with support to attend BTSA. If the teachers are ready for this program, then \$1,000.00 from facility needs to be used for this expenditure or the district will pay for BTSA.</p>	<p>ACTUAL No staff members needed BTSA in 2016 / 17.</p>
Expenditures	<p>BUDGETED \$2,532 – LCFF S/C for Professional Development</p>	<p>ESTIMATED ACTUAL 00.00</p>

Goal 4

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.

Asbestos removal and flooring provide our cafeteria with an excellent new look. Columbine received a Gator thru a grant so a vehicle wasn't necessary in this category. The tractor was a backup if we couldn't get the flooring job done. The flooring improvement used up the bulk of the money. A volunteer group asked if they could provide the new sink and countertop for one of the rooms. We accepted their offer. The main contractor wasn't able to free his schedule during the summer so we tabled the project. No one on the staff needed BTSA because the only possible candidate didn't receive her credential until December 2016. The reward for attendance didn't occur due to time constraints.

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

Columbine has all qualified teachers, graduated all of its 8th graders, met the suspension and expulsion goals,

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No teachers needed BTSA and the attendance reward didn't occur. The clerk's salary used most of the money.

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.

Columbine will implement Saturday School to limit chronic absences and as another component of the discipline plan. The attendance reward will be eliminated. It seems odd to reward a student with 14 absences.

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

The superintendent provided presentations to the stakeholders that contained a clear description of LCFF, the district's current vision and mission, and student data from Columbine's 2016/17 LCAP. All of this data was compiled prior to key presentations in which input was garnered for each stakeholder group. Presentations and corresponding materials were presented to the following groups; teachers, staff, parents, School Site Council, and parents on our LCAP council. At each presentation information was collected regarding LCAP Goals. Planning and consulting are key components of Columbine's success. The process involved our stakeholders. Board meetings reviewed our data, provided consultation, and planned on 2/8/17, 4//2/17, and 6/14/17. School Site Council and other parent groups met on 10/4/16, 2/8/17, 5/10/17, and 6/717. Students participated in a survey covering goals and school needs for LCAP. Columbine Community was involved with a presentation, input, and consulting at Open House on 5/10/17. They also were a part of the survey process. The teacher's union was represented on our School Site Council.

Computer and internet access, safety inspections, surveys, CAASPP and CELDT testing results, student grades, event / activity participation and committee recommendations provides shareholders with information.

IMPACT ON LCAP AND ANNUAL UPDATE

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

Stakeholder feedback revealed continued needs to implement the common core curriculum stressing technology, curriculum materials, and a variety of learning experiences. Support and learning opportunities for low income and EL students are continuing needs too. Several maintenance and or safety needs also surfaced from the feedback.

The input focused on ways to reach students who need additional practice and assistance on academic skills.

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

To provide opportunities for all students to learn and practice common core skills, including English learners, low income pupils and foster youth.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

School has an ongoing internet access cost to allow grades 3-8 to access the Internet. Columbine needs a classroom set of computers to efficiently continue this service. Classes will be able to better teach the common core curriculum and monitor student progress through the Interim assessments. Online curriculum is limited to language arts and math.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Students in grades 3-8 will have access to the instructional resource on a daily basis through the internet. This is an ongoing expectation.	100% of Students (2016/17)	100% of Students	100% of Students	100% of Students

PLANNED ACTIONS / SERVICES

Action **1**

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

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

Location(s) All schools Specific Schools: _____ Specific Grade spans:3-8 _____

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The school will purchase 25 computers. Purchases may be made for tables, chairs, headphones, wiring, paying to set-up technology, curriculum, software, products, printer, laptops, projectors, and other technology accessories for any of our classrooms. This will ensure students access instructional resources in all subject areas.	.	.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount 15,000	Amount 15,000	Amount 15,000
Source LCFF S/C	Source LCFF S/C	Source LCFF S/C
Budget Reference Technology Equipment	Budget Reference Technology Equipment	Budget Reference Technology Equipment

Action **2**

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

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

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide 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 checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Online curriculum for math and language arts may be reviewed and purchased. Purchases may be made for other curriculum materials - books for novel units, and social studies curriculum.	Online curriculum for math and language arts may be reviewed and purchased. Purchases may be made for other curriculum materials - books for novel units, science curriculum, and social studies curriculum.	.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$36,048	Amount: \$37,000	Amount: \$37,000
Source: LCFF S/C	Source: LCFF S/C	Source: LCFF S/C
Budget Reference: Instructional Materials	Budget Reference: Instructional materials	Budget Reference: Instructional materials

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:3-8 _____

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
Fee for internet access ensuring consistent access	.	.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$10,000	Amount: \$15,000	Amount: \$15,000
Source: LCFF S/C	Source: LCFF S/C	Source: LCFF S/C
Budget Reference: Communication	Budget Reference: Communication	Budget Reference: Communication

New Modified Unchanged

Goal 2

Provide for student achievement in language arts and math to low income, English learners and Foster youth. Supplemental learning experiences and assistance for low income, EL, and general population students who need extra support.

State and/or Local Priorities Addressed by this goal:

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

LOCAL _____

Identified Need

2016 State Test results have identified students in grades 3-8 that are below the standard in math and language arts.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Assessment for Math & ELA	Language arts – 20.1% above level 3 Math – 19.8% above level 3	1% growth	1% growth	1% growth
McGraw-Hill assessments.	2016/17: - Kindergarten 95% met language arts and 90% in math. -1 st grade averaged 61% in math -2 nd grade 100% scored 70% or higher on math	-Kindergarteners will meet language arts and math standards on their report cards. -70% of 1st graders will average 50% or higher on the CAT 5 math test. -80% of 2nd graders will score 70% or higher on math assessment.	-Kindergarteners will meet language arts and math standards on their report cards. -70% of 1st graders will average 50% or higher on the CAT 5 math test. 80% of 2nd graders will score 70% or higher on math assessment.	-Kindergarteners will meet language arts and math standards on their report cards. -70% of 1st graders will average 50% or higher on the CAT 5 math test. 80% of 2nd graders will score 70% or higher on math assessment.
State EL scores will be monitored for EL students	92% went up 1 level or remained the same (2016/17)	90% will advance one level or maintain their previous level.	Continue to have 90% advance one level or maintain their previous level.	Continue to have 90% advance one level or maintain their previous level.

English Learner reclassification rate	20% of the EL students were redesignated. (2016/17)	Continue at 10% or higher	Continue at 10% or higher	Continue at 10% or higher
Teachers will receive training in social studies or science	All teachers	All teachers	All teachers	Teachers not trained due to adoption timeline changing
All students, including unduplicated and special needs students, will have access to writing assignments on a quarterly basis.	100% had writing assignments on a quarterly basis (2016/17)	All students 4 times a year.	All students 4 times a year.	All students 4 times a year.
The school is committed to seek input from School site council, School advisory, LCAP representatives, and safety committees as vital cogs in our LCAP process -	4 times the various committees reviewed, discussed, planned, and/ or consulted on LCAP. (2016/17)	3-5 times during the year. Consulting is a role that will continue for these groups.	3-5 times during the year. Consulting is a role that will continue for these groups.	3-5 times during the year. Consulting is a role that will continue for these groups.
The school will maintain its volunteer program vital to the success for all students involved in school activities.	104 people, helped at a variety of school activities.	Maintain a minimum of 85 volunteers	Maintain a minimum of 85 volunteers	Maintain a minimum of 85 volunteers

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
Instructional aides will work in grades K-8 to address expected standards in language arts, math and ELD.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$20,236	Amount: \$21,236	Amount: \$21,236
Source: LCFF S/C	Source: LCFF S/C	Source: LCFF S/C
Budget Reference: Salary & Benefits	Budget Reference: Salary and Benefits	Budget Reference: Salary and 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	<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 type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input checked="" 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 checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Additional support and focus on EL student K-8 on a part time basis to enhance re-classification criteria. The reading specialist and another employee work with EL's on listening, reading, speaking, and writing skills.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$22,723	Amount: \$23,723	Amount: \$23,723
Source: LCFF S/C	Source: LCFF S/C	Source: LCFF S/C
Budget Reference: Salary & Benefits	Budget Reference: Salary and Benefits	Budget Reference: Salary and Benefits

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:3-8 _____

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 checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Hire up to 4 summer school teachers to provide student support to accelerate their learning and language proficiency. The support is based on the neediest identified students. Instruction and support for EL student will be based on ELD standards.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$15,568	Amount: \$15,568	Amount: \$15,568
Source: LCFF S/C	Source: LCFF S/C	Source: LCFF S/C
Budget Reference: Salary & Benefits	Budget Reference: Salary and Benefits	Budget Reference: Salary and Benefits

New

Modified

Unchanged

Goal 3

To provide a variety of learning activities to enhance student achievement on the new 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

20% of the students have computers that are rebuilt and not trustworthy. Over 50% of the students participate in 8 student events or activities.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Assessment for Math & ELA	Language arts – 20.1% above level 3 Math – 19.8% above level 3	Increase 1%	Increase 1%	Increase 1%
Student participation in the 8 student activities.	69% student participation in the 8 activities	Increase participation by 1%	Increase participation by 1%	Increase participation

PLANNED ACTIONS / SERVICES

Action **1**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The school pays extra for coaching and travel costs for Odyssey of the Mind, running the Book Fair, and teacher hours for coaching Math Field Day. Costs would escalate if we qualify for World Odyssey of the Mind.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$12,508	Amount \$12,508	Amount \$12,508
Source LCFF S/C	Source LCFF S/C	Source LCFF S/C
Budget Reference Salary & Benefits	Budget Reference Salaries and Benefits	Budget Reference Salaries and 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	<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 provides reading books for each grade level and all students through the library.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$2,000	Amount: \$2,000	Amount: \$2,000
Source: LCFF S/C	Source: LCFF S/C	Source: LCFF S/C
Budget Reference: Instructional Materials	Budget Reference: Instructional Materials	Budget Reference: Instructional Materials

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	<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 checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The school provides after school classes that cover technology and writing skills.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$2,500	Amount: \$2,500	Amount: \$2,500
Source: LCFF S/C	Source: LCFF S/C	Source: LCFF S/C
Budget Reference: Salaries & Benefits	Budget Reference: Salaries and Benefits	Budget Reference: Salaries and Benefits

New Modified Unchanged

Goal 4

To maintain a safe and clean campus, address student attendance issues, and continue to provide fully credentialed teachers in appropriate assignments.

State and/or Local Priorities Addressed by this goal:

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

LOCAL _____

Identified Need

The district needs to maintain a safe learning environment, address student attendance, and provide fully credentialed teachers in appropriate assignments.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain fully qualified teachers.	90% of the teachers were highly qualified (2016/17)	100%	100%	100%
Attendance rate.	97% (2016/17)	Maintain	Maintain	Maintain
suspended and expelled student.	9 suspended (2016/17) 0 expelled	8 or less suspended and 0 expelled	Maintain 8 or less suspended and 0 expelled	Maintain 8 or less suspended and 0 expelled
8 th grade graduation rate	100% graduation rate (2016/17)	Maintain 100%	Maintain 100%	Maintain 100%
Chronically absent students for the year.	3 chronically absent (2016/17)	Maintain 4 or less	Maintain 4 or less	Maintain 4 or less
Facilities Inspection status	0 repairs needed (July 2016)	Maintain 0 repairs needed and or fix problems	Maintain 0 repairs needed and or fix problems	Maintain 0 repairs needed and or fix problems

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 checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Tractor for the yard, refinish roof, and new flooring	Refinish roof and new flooring – carpeting and linoleum	Carpeting and repairs

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$36,000	Amount: \$20,000	Amount: \$20,000
Source: LCFF S/C	Source: LCFF S/C	Source: LCFF S/C
Budget Reference: Rentals, Repairs & Leases, Equipment	Budget Reference: Rentals, repairs, and leases	Budget Reference: Rents, Leases, and repairs

Action **2**

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

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

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<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 checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
The school will provide a new sink and countertop in one or two rooms		New sprinklers and repairs

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$3,000	Amount: \$3,000	Amount: \$3,000
Source: LCFF S/C	Source: LCFF S/C	Source: LCFF S/C
Budget Reference: Materials & Supplies	Budget Reference: Materials and Supplies	Budget Reference: Materials and 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	<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 checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The school clerk will monitor attendance, suspension, and chronic absenteeism issues as part of her duties. The school will provide Saturday School to combat absences and add a component to the discipline plan.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$5,614	Amount: \$6,114	Amount: \$6,614
Source: LCFF S/C	Source: LCFF S/C	Source: LCFF S/C
Budget Reference: Salary and Benefits	Budget Reference: Salary and Benefits	Budget Reference: Salary and Benefits

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	<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 checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The school provides fee for Teacher Induction Program for teacher training to improve classroom instruction for students.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$3,000	Amount: \$3,000	Amount: \$3,000
Source: LCFF S/C	Source: LCFF S/C	Source: LCFF S/C
Budget Reference: Operating Expenses	Budget Reference: Operating Expenses	Budget Reference: Operating Expenses

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$184,197

Percentage to Increase or Improve Services:

11.79 %

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](#)).

Columbine School District has calculated that it will receive \$184,197 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). In addition, using the same calculation tool the proportionality percentage has been calculated at 11.79%. Columbine SD has demonstrated the district is meeting its minimum proportionality requirement by expenditure of the total 2017-18 Supplemental and Concentration Grant funding for qualifying purposes as reported in the Goals, Actions & Services section of this plan. The reading specialist will spend more time on reading, speaking, listening, and writing skills for EL students.

Currently the demographics of the district indicate that 61.35% of the district's students are qualified for Free and reduced meals. Also, 9.7% of the district students are English learners. Given the large group of low-income students, all district goals are designed to close the achievement gap and meet the needs of these targeted students. "All programs in our plan are provided on a school wide basis, but are principally directed at the unduplicated pupil." The programs are provided in the LCAP are designed to provide all students' access to a Standard based curriculum. Computers, consistent Wi-Fi access, language arts curriculum, safe exit, student mastery of the standards, and proper functioning facilities are prime examples. The school provides all students instruction in a safe learning environment. By implementing these goals and programs to close the achievement gap for all students. Through a school wide approach, it will help catapult our high-risk students and English learners forward.

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?