

# 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	Ducor Union Elementary School District		
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## 2017-20 Plan Summary

### THE STORY

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

Ducor School is a small, rural one-school district in the southeast portion of Tulare County. Currently Ducor School has enrolled 170 students grades K-8. Enrollment has been on a slow but steady increase since hitting a low enrollment in 2006. Even in the face of continuing reductions in state and federal funding, Ducor School has maintained small class sizes and maintained safe and secure learning environment for our students. Ducor School enjoys strong parent support and parent involvement at all school activities. Ducor School parent meetings support school academic goals. 97% students are of Hispanic origin. 62% of students are English Learners and come from homes where Spanish is the only spoken language. The Ducor community is a rural, isolated town dependent on agriculture for employment. 100% students qualify for free meals. We have 7 fully highly qualified credentialed teachers and 1 intern teacher. Although we still have a combo class, teachers are assisted by highly qualified instructional aides who supplement class instruction with one-on-one teaching and small group settings under the direction of the teacher. Ducor School maintains a school library, a computer lab and a class set of chromebooks on a cart. Extra services are provided by the Tulare County Office of Education. These services are offered on limited times per week; psychologist, speech therapist, nurse and a special education teacher.

## LCAP HIGHLIGHTS

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

State and local indicators confirm that Ducor is on the right path to increasing student achievement and closing achievement gaps. This LCAP deepens and expands key strategies which have helped us bring about this accomplishment.

Goal 1: The purpose of this goal is to fully implement state content and performance standards and to assure that our students have the highest quality teachers available to deliver research-based effective teaching/learning strategies. This goal provides actions and services to create optimum conditions for learning in our classrooms.

Goal 2: The purpose of this goal is to focus in on the needs of our English learners and provide high quality language instruction. It also empowers teachers and students with supplemental materials to adapt and accommodate instruction for our English learners to assure that they have access to the broad course of study in their schooling.

Goal 3: The purpose of this goal is to focus in on parent involvement and increasing their involvement in decision-making in our school and district. The PIQE training, for example, is intended to train parents to become involved and help the school and district make the right decisions for their children.

## 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

We are especially proud of our English learner achievements in the state testing system. In both Language Arts and Mathematics, our English learners scored above their English learner peers statewide. They have done this two years in a row and we expect that performance to not only continue, but to close the gap between them and our schoolwide performance. In the state's new accountability system, our English learners posted "green" level, the second highest level identified in the state's system. We will build upon that success by continuing to focus resources on professional development, extended learning time, English language development, experiential learning and digital knowledge and skills.

We are proud of all of our students because they increased in both subjects by as much as 16 points. As they continue to increase at this rate, we can see the achievement gap closing as our students reach out to perform as well or better than their peers statewide. The trend is very positive and confirms the hard work of our staff and students. In addition

to the strategies stated above, we will build upon this success by continuing to cultivate and deepen parent involvement in school and district decision-making and helping our parents help their children achieve school success.

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?

As a small rural district, Ducor shares a critical need that many other districts like ours must overcome: teacher turnover. We find ourselves investing in training and supporting newly hired teachers only to find that they leave for higher paying jobs in neighboring districts. We are addressing this in the new LCAP with increased support and continued attention to building a positive teaching/learning environment in our school.

Overcoming the barriers and learning gaps created by poverty and isolation is also a continuing need. We are addressing this need by continuing to improve experiential learning, providing extended learning opportunities to fill in gaps, using technology to bring the world of learning virtually to our students.

## **GREATEST NEEDS**

In the state accountability “dashboard”, our suspension rate is indicated in “red”. We inquired about this at the state and were informed that this is because the suspensions did, in fact, increase from one year to the next. We are addressing this with professional development, with improving our school teaching/learning environment, and with improving services for students who exhibit problems in the classroom and school to help them learn alternative behaviors. The “base year” for the state dashboard in suspension rate is 2014-15, in which suspension rate was very low. In the next year, however, suspensions increased significantly, creating the “red” rating in the state dashboard. During 2015-16 and 2016-17, Ducor addressed this issue by significantly improving our intervention programs and parent involvement programs. Suspensions were reduced to 0.46%. We will continue to support these successful interventions.

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

There are no indicators for which any subgroup was two or more performance levels below schoolwide performance

## **PERFORMANCE GAPS**

## INCREASED OR IMPROVED SERVICES

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

Two significant ways we are improving services for our low income and English learner students are:

- Deepening and expanding instructional materials to assure that our students have access to the rigorous curriculum of the state academic content and performance standards. Differentiating instruction and adapting instruction for the unique learning needs of every student is critical and requires a wealth of materials for teachers and students.
- Aggressively addressing teacher retention by significantly improving teacher support and teaching conditions

## BUDGET SUMMARY

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

### DESCRIPTION

### AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$ 1,935,009

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

\$ 364,077

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.

Although nearly all “restricted” funding was eliminated with the state’s new funding system, federal funds continue to be restricted and dedicated to specific students. Title I funds are directed at students who need extra help in reading and mathematics, as well as literacy in other content areas. Title II funds are directed at teacher recruitment and training. Title III funds are directed at English learners. The general fund also includes funds for class size reduction and transportation. Transportation funding is essential at Ducor because nearly all of our students must ride the bus to and from school. The general fund also includes a block grant provided by the state last year to improve teacher effectiveness through professional development and support. Every dollar received for Ducor School District is budgeted with increased student achievement and meeting state expectations for achievement, college preparation, and career preparation for our students. The majority of funding is expended for instructional staff (teachers, support staff) without which instruction would be impossible. Other support staff in the school and district maintain a safe, secure, healthy learning environment.

\$ 1,754,611

Total Projected LCFF Revenues for LCAP Year

# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 1

State standards in English Language Arts and Mathematics will be fully implemented in all classrooms to provide access to a rigorous course of study and maximum learning opportunities for all students and all subgroups. Conditions of learning improvements and pupil and parent engagement improvements will result in improved student achievement and reduced risk factors.

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

- A. The substantial (75%) implementation of the CCSS will result in all students in grades k-8 showing progress in ELA and Mathematics as measured by local and state evaluation processes.
- B. Grade level resources for CCSS implementation increase by 25% to assure that all students have access to tools of learning.
- C. Baseline is set for student performance on CAASPP digital library interim assessments.
- D. Student achievement on state assessments increase by five percentage points or State Board of Education target, whichever is greater. Ducor subgroups will improve by 5% plus 3% in order to gradually close the achievement gap as measured by local and state evaluation.

#### ACTUAL

- A. Progress in ELA and Math: target achieved. Schoolwide and subgroups all achieved significant increase in achievement on state testing. See table below for actual data.
- B. Grade level resources: target achieved and teachers report resulting in a significant impact on student achievement as a result of increased grade level resources geared to student needs for adaptation and differentiated instruction.
- C. Digital library interim assessments are not being used.
- D. Target achieved in English Language Arts; target partially achieved in Math

indicator	2016 target	result	Met target?
CAASPP ELA meeting/exceeding standards schoolwide [R]	20%	27%	yes
CAASPP ELA meeting/exceeding standards Hispanic [R]	25%	26%	yes
CAASPP ELA meeting/exceeding standards Disadvantaged [R]	25%	27%	yes
CAASPP ELA meeting/exceeding standards English Learner [R]	25%	29%	yes
CAASPP Math meeting/exceeding standards schoolwide [R]	15%	15%	yes
CAASPP Math meeting/exceeding standards Hispanic [R]	19%	11%	no
CAASPP Math meeting/exceeding standards Disadvantaged [R]	19%	16%	no
CAASPP Math meeting/exceeding standards English Learner [R]	17%	17%	yes

- E. Maintain middle school dropout rate of zero as measured by local and state evaluation processes.
- F. Suspension and expulsion rates and chronic absenteeism rate meet or exceed annual expectations set by the State Board of Education as measured by local and state evaluation processes.

- E. Dropout rate: target achieved; remains at 0 middle school dropouts
- F. Suspension, expulsion and chronic absenteeism rates: Met target in all areas. Expulsion rate remains at 0

	baseline	2016-17 actual	Met target?
<b>Suspension rate</b>			
schoolwide [R]	3.20%	0.46%	yes
Hispanic [R]	3.0%	0.46%	yes
Disadvantaged [R]	3.6%	0.46%	yes

English Learner [R]	3.8%	0.00%	ys
<b>chronic absenteeism rate</b>			
schoolwide [R]	8%	8%	yes
dropout rate Hispanic [R]	10%	10%	yes
Disadvantaged [R]	8%	8%	yes
English Learner [R]	10%	10%	yes

ACTIONS / SERVICES

Action **1**

Actions/Services

**PLANNED**  
#1.1: Provide continuing support and training through TCOE for CCSS implementation: BTSA, Math, Science, History, technology, Kindergarten

**ACTUAL**  
Each teacher attended a TCOE training in-service that was aligned with the following core curriculum subjects; Science, Reading, ELD, Math  
One teacher completed her BTSA induction program through TCOE. Kindergarten teacher attended a transitional kindergarten training targeting methods and strategies.

Expenditures

**BUDGETED**  
trainers' fees contract Budget \$10000 Source LCFF S/C

**ESTIMATED ACTUAL**  
**\$ 8413**

Action **2**

Actions/Services

**PLANNED**  
#1.2 Provide support and training to align current textbooks and strategies with CCSS and differentiated learning levels. (Lesson Plans and Unit Plans) TCOE: Go Math!, treasures, saxon spelling, Scholastics Guided Reading Program, State Testing SBAC, Renaissance STAR reading and accelerated reading program

**ACTUAL**  
TCOE provided the following training programs that Ducor teachers attended: Math standards and strategies, guided reading strategies for grades 2 and 3, ELD strategies in Math, Science and History

Expenditures

**BUDGETED**  
trainers' fees contract Budget \$10000 Source LCFF S/C

**ESTIMATED ACTUAL**  
**\$ 10,000**



Action **3**

Actions/Services	<p><b>PLANNED</b>                  #1.3 Provide teachers and students with resource books to support Standard Curriculum: Saxon Spelling, ELD/ELA books, CA. Collections ELA 6-8 grade ELA program</p>	<p><b>ACTUAL</b>                  Saxon spelling for grades K-3 was purchased. The level curriculum support ELD strategies in reading strategies and writing. Grades 6-8 was given direct training and instruction for planning and implementing the CA. Collections ELA/ELD program</p>
Expenditures	<p><b>BUDGETED</b>                  instructional materials Budget \$ 30000 Source LCFF S/C</p>	<p><b>ESTIMATED ACTUAL</b>  <b>\$ 16,798.14</b></p>

Action **4**

Actions/Services	<p><b>PLANNED</b>                  # 1.4 Paraprofessionals assist in classrooms to provide extended learning for students</p>	<p><b>ACTUAL</b>                  Onsite veteran teacher was assigned to assist, collaborate and provide direct support for each teacher, targeting ELD strategies, reading and comprehension and writing strategies.</p>
Expenditures	<p><b>BUDGETED</b>                  salaries and benefits Budget \$50,000 Source Title I</p>	<p><b>ESTIMATED ACTUAL</b>  <b>Title I Funds</b></p>

Action **5**

Actions/Services	<p><b>PLANNED</b>                  #1.5 Teachers develop and refine CCSS curriculum, lesson plans, and units during Professional Learning Community time: TCOE coaches ELA/ELD and Math, Supplemental pay on site teacher/coach</p>	<p><b>ACTUAL</b>                  Teachers collaborated every morning 30 minutes before instructional student time began. Teachers collaborated every day for 30 minutes after student dismissal and teachers collaborated every Wednesday and/or attended staff meetings to discuss, plan, prepare, review student challenges in reading, math, writing and ELD strategies.                   The coach met with each teacher during assigned meeting days in the morning before student instructional time, after student dismissal time and on Wednesday's.</p>
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Expenditures

**BUDGETED**  
stipends and release time Budget \$ 15000 Source LCFF S/C

**ESTIMATED ACTUAL**  
**\$ 2,799.47**

Action

**6**

Actions/Services

**PLANNED**  
# 1.6 Web base internet programs licenses will be purchased to help support learners: Rosetta Stone, Renaissance Learning, Go Math! Ca. Collections, Treasures, ERS, Scholastics Guided Reading Program, AERIES program web base, Analytic.com

**ACTUAL**  
Web base programs were used to monitor and evaluate student learning.  
Rosetta Stone English program was used to support students identified as IEP students and are second language learners and speech and language support.  
Renaissance learning program was used to initiate student reading level. Each student began reading books at their identified reading levels. The program also tested student comprehension after each book that was read. The comprehension test identified student strength and weaknesses in reading strategies, vocabulary, and comprehension.  
Scholastics Guided Reading program was purchased and utilized in grades K-8. The reading program supported student learning in support for all students  
Aeries was updated as an online service provider. The school moved away from the local server system. This decreased human resource time. The online service increase communication between CALPADS and Aeries data. This change provided current and correct data required by California Department of Education.

Expenditures

**BUDGETED**  
software and licenses Budget \$30,000 Source LCFF S/C

**ESTIMATED ACTUAL**  
**\$ 12,672.59**

Action

# 7

Actions/Services

**PLANNED**

# 1.7 Web base programs will monitor and assess students. Assessments will be used to measure student improvement and success: AERIES, Forcast5 Analytic.com, ERS, Go Math!, History, Science, Ca. Collection ELA, WestEd.

**ACTUAL**

AERIES was updated to provide accurate data as needed. AERIES also is used as a teacher gradebook program. Teachers input all data to record student work and assessments. Teachers provided monthly progress reports to parents and semester grades. Students and parents had access to assignments and assessments as needed.

Educational Resource Services, a TCOE service, was used to support student reading and listening. Grade levels K-4 grade utilized the ERS website to access online reading programs. The reading programs supported ELD students in their primary language and second language reading skills.

GO MATH!, History, Science and CA. Collections websites were utilized in class during lesson planning and engagement. Teachers access the core curriculum website for chapter review, chapter test, and chapter vocabulary.

Forcast5 and WestEd are still in review for consideration. These sites established local data and support identifying California Core Curriculum Standards.

Expenditures

**BUDGETED**

stipends and release time Budget \$ 12,180 Source LCFF S/C

**ESTIMATED ACTUAL**

Costs included in action 1.6

Action

# 8

Actions/Services

**PLANNED**

#1.8 Web base program, Accelerated Reader Program will be used to assess student reading levels, comprehension scores: Renaissance Learning STAR reading

**ACTUAL**

STAR reading program is used several times during the school year. Students take a STAR reading test to be evaluated on which reading level each student is identified to be reading at.

Accelerated Reading program is a K-8 program. Each student has a reading level based on the STAR reading program. Each student then selects a book at their AR level. Each student then is given an assessment based on what they have read. Each student progresses reading levels year after year.

Expenditures	<b>BUDGETED</b> software and licenses Budget \$2,000 Source LCFF S/C	<b>ESTIMATED ACTUAL</b> <b>\$5,100</b>
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Action **9**

Actions/Services	<b>PLANNED</b> #1.9 Expand participation in county-wide student events by two events per year; Science, Math, Writing, Technology, Reading, History, SCICON	<b>ACTUAL</b> SCICON, Science education outdoor program. Each school year the 6 <sup>th</sup> grade students attend the outdoor program to learn about environmental programs, environmental impact on the climate, agriculture, and horticultural planting and growth and the impact to humans. The program is one week long. This service a unique service for the students. The program incorporates Science, Math, History and technology.
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Expenditures	<b>BUDGETED</b> supplies Budget \$5000 Source LCFF S/C	<b>ESTIMATED ACTUAL</b> <b>\$ 5,100</b>
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Action **10**

Actions/Services	<b>PLANNED</b> #1.10 infrastructure technology equipment hardware: Laptops with Cart, Telephone system	<b>ACTUAL</b> A computer cart and 35 Chromebooks were purchased. The equipment was shared with four different classes. The Chromebooks were used in Math, History, Science and in a self-contained class. Each student was given a user name and password. The students used the Chromebooks for research, data collection, PowerPoint programs and email services to communicate with the instructor. A new telephone system replaced the old telephone system. The new system connected through the internet. The VOIP system provided better voice clarity, speed and cost savings. Each phone allowed better communication to each classroom as well as intercom access.
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Expenditures	<b>BUDGETED</b> computers and hardware Budget \$ 25,000 Source LCFF S/C	<b>ESTIMATED ACTUAL</b> <b>\$16910.95</b>
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Action **11**

Actions/Services	<p><b>PLANNED</b></p> <p>#1.11 Continue five-year lease/purchase agreement to replace one bus in order to facilitate student attendance. (Year 2)</p>	<p><b>ACTUAL</b></p> <p>The lease/purchase improved student activities off school campuses. Student field trips increased, student attendance increased and community approval of the new bus has been a positive reaction. There is less than two years to pay the bus in full.</p>
Expenditures	<p><b>BUDGETED</b></p> <p>Year two of five-year lease/purchase contract for bus Budget \$46000 Source LCFF S/C</p>	<p><b>ESTIMATED ACTUAL</b></p> <p><b>\$ 19,439</b></p>

**Goal 1**

ANALYSIS

State standards in English Language Arts and Mathematics will be fully implemented in all classrooms to provide access to a rigorous course of study and maximum learning opportunities for all students and all subgroups. Conditions of learning improvements and pupil and parent engagement improvements will result in improved student achievement and reduced risk factors.

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.

This was a very busy year at Ducor School. Upon approval and adoption of the LCAP, the superintendent and business manager developed a work plan including timelines and responsibilities. These involved ordering instructional materials, supplies, and technology per the LCAP, scheduling training for teachers and workshops for parents, and many other tasks to be certain all proposed actions and services were quickly up and running. All actions and services in this goal were implemented as planned and all contributed to Ducor’s increase in student achievement.

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

Overall effectiveness of goal one was evaluated based on the state LCFF “rubrics” in the new state “Dashboard” ( <https://www.caschooldashboard.org/#/Home>) and by a careful and comprehensive local evaluation system based on a local data tracker that includes both the required state indicators and locally developed indicators. Implementation of state standards, for example, includes factors such as professional development, availability of core and supplemental instructional materials, extent to which key literacy strategies are successfully deployed, extended and remedial learning opportunities, and other such factors to be determined the level of implementation. Each action was evaluated by administration and staff as to its impact on student achievement. Overall, state and local evaluation confirm that, taken as a whole, the actions and services are having a positive and direct impact on increasing student achievement at Ducor School.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences in actual and budgeted expenses.

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.

Because local evaluation confirms that Ducor is fully implementing the Common Core state standards, administration, staff, and parents determined that it is time to look beyond English Language Arts and Math into the broader curriculum to assure that all state academic and performance standards are fully implemented while deepening English Language Arts and Math literacy. Parents, for example, strongly support a fulltime K-8 Physical Education teacher to assure that the state model PE standards are in place. Teachers and administration see the need to go more deeply into the Next Generation Science Standards and the state's new History/Social Science Framework. These changes can be found in Goal 1 of the new LCAP.

# Goal 2

English Language Development CCSS and exemplary practices for teaching English learners will be fully implemented in all classrooms to provide access to a rigorous course of study and maximum learning opportunities for all English learners.

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

- A. Designated and integrated ELD will be substantially implemented in at least 75% of classrooms as measured by weekly lesson plans and observation as measured by local and state evaluation processes
- B. Increase grade level English/Spanish books in grade levels K-4 by 25% from previous year as measured by local and state evaluation processes.
- C. Student performance on local benchmarks increases 10% over previous year as measured by local and state evaluation processes
- D. Reclassification rate will meet or exceed state expectations set by the state board of education as measured by local and state evaluation processes.
- E. Student performance in AMAO's (percent in cohort attaining English proficiency in less than five years; percent in cohort attaining English literacy in greater than or equal to five years; percent making progress toward English proficiency) meets or exceeds state targets as measured by local and state evaluation processes

### ACTUAL

- A. ELD standards implementation: Target achieved with resulting significant increase in achievement of English learners
- B. Increase in grade level English/Spanish books: target achieved resulting in increase in student reading skills
- C. Local benchmarks: student performance benchmark increased by 10% in reading and math.
- D. Reclassification rate: Local measures indicate two students were reclassified this year.
- E. The AMAO method of accountability is being folded into the new state accountability system as the English learner progress indicator. For the first year of this system, Ducor scored high at the "green" level, indicating very good progress by our English learner on the factors that go into this indicator.

ACTIONS / SERVICES

Action **1**

Actions/Services

**PLANNED**  
 # 2.1 Provide continuing support and training through TCOE for ELD implementation: TCOE coach, ELD books, ELD supplemental materials, Laptops, Rosetta stone program, library books, on site teacher/coach

**ACTUAL**  
 Each teacher attended ELD training that aligned to their grade level and or single subject. TCOE provided the quality service for each grade level.  
 On-site teacher/coach supported teacher support in class. Each teacher was given extra support in their classroom. The teacher/coach reviewed ELD strategies, reading strategies, writing and comprehension.

Expenditures

**BUDGETED**  
 trainers' fees contract Budget \$10,000 Source LCFF S/C

**ESTIMATED ACTUAL**  
**\$ 9,900**

Action **2**

Actions/Services

**PLANNED**  
 2.2 Provide support and training to deploy exemplary strategies for EL students and differentiated learning levels. (Lesson Plans and Unit Plans) TCOE: Registration fees, materials, substitute teacher, travel expenses

**ACTUAL**  
 GO Math!, Scholastic Guided Reading program, Saxon spelling, Writing by design, Treasures program, Ca. Collection have all supported our EL students. Through continued training at TCOE, teachers learned and implemented various strategies to support EL students in class.

Expenditures

**BUDGETED**  
 trainers' fees contract Budget \$10,000 Source LCFF S/C

**ESTIMATED ACTUAL**  
**\$ 5,000**



Action **3**

Actions/Services

**PLANNED**  
 2.3 Provide teachers and students with resource materials to provide access to curriculum for EL students: library books, ERS, Ca. Collection ELA/ELD program

**ACTUAL**  
 ERS provided dual language reading programs for EL students in English and Spanish. Teachers had students read along in their primary language for reading support. All other students listen to readings online. The readings support language support, vocabulary pronunciation and comprehension assessments.  
 The library received additional books. Current genres for all grades levels was purchased. Books purchased aligned to the core curriculum studies for teacher to use the library books as additional resource books.

Expenditures

**BUDGETED**  
 instructional materials Budget \$ 40,000 Source LCFF S/C

**ESTIMATED ACTUAL**  
**\$37,697.25**

Action **4**

Actions/Services

**PLANNED**  
 2.4 Teachers develop and refine curriculum, lesson plans, and units during Professional Learning Community time: Ca. Collection ELA/ELA program, treasures,

**ACTUAL**  
 The on-site teacher/coach established collaboration time with each teacher. Each teacher received extra support for learning strategies, curriculum support and differentiated learning techniques. All curriculum programs were aligned to meet student learning and understanding.

Expenditures

**BUDGETED**  
 stipends and release time Budget \$ 10,000 Source LCFF S/C

**ESTIMATED ACTUAL**  
**\$10,000**

## Goal 2

### ANALYSIS

English Language Development CCSS and exemplary practices for teaching English learners will be fully implemented in all classrooms to provide access to a rigorous course of study and maximum learning opportunities for all English learners.

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.

Upon approval and adoption of the LCAP, the superintendent and business manager developed a work plan including timelines and responsibilities. These involved ordering instructional materials, supplies, and technology per the LCAP, scheduling training for teachers and workshops for parents, and many other tasks to be certain all proposed actions and services were quickly up and running. All actions and services of goal 2 were implemented as planned and had significant impact on increased student achievement.

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

As with other LCAP goals, the overall effectiveness of goal two was evaluated based on the state LCFF “rubrics” in the new state “Dashboard” (<https://www.caschooldashboard.org/#/Home>) and by a careful and comprehensive local evaluation system based on a local data trackers that includes both the required state indicators and locally developed indicators. Factors considered in goal two were very much the same as goal one, but focused on English learners only. Overall, the actions and services were determined to be very effective. Administration and teachers noted the lower performance in mathematics and determined that greater emphasis needs to be placed on effective strategies in math literacy for English learners.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between budgeted and actual expenditures.

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

There are no substantive changes planned in this goal. It is essential to continue to focus on the needs of our English learners. Administration and teachers noted the lower performance in mathematics and determined that greater emphasis needs to be placed on effective strategies in math literacy for English learners.

# Goal 3

Develop new and improve existing parent and school partnerships to involve parents in our student's future learning through support and ideas at home that will transfer to our school environment.

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

- A. Parents (schoolwide, subgroups, including unduplicated count and exceptional needs) who express understanding of CCSS and ELD increases by 10% over previous year as measured by local and state evaluation processes.
- B. The school climate will change for the positive as evidenced by increased student participation in co-curricular, extracurricular activities and after-school activities as evidenced by behavior reports and student and parent surveys.
- C. 15% of parents (schoolwide, subgroups, including unduplicated count and exceptional needs) enrolled in exemplary parent training program (PIQE); 40% complete as measured by local and state evaluation processes.
- D. Attendance rate and related student engagement and school climate indicators will meet state targets and result in improved student engagement and achievement as measured by local and state evaluation processes

### ACTUAL

- A. Parent understanding of CCSS: target achieved. Parent response and support in surveys and during conferences increased significantly at 23% increase
- B. School climate report indicates 84% of parents and students finding school environment, classroom environment, peer interaction, school support and school activities "very positive".
- C. PIQE participation: 15% of parents participated and 100% graduated the program.
- D. Student engagement indicators reported:  
Attendance rate= 96%  
Middle school dropout rate= 0%  
Chronic Absenteeism = 8%  
Expulsion rate = 0%  
Suspension rate = 0.46%  
Truancy rate = n/a

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><b>PLANNED</b>                  # 3.1 Provide information about CCSS to parents in multiple formats and methods of communication. (newsletters, text messages, meetings, website, etc.): parent meetings, flyers, CDE.gov, TCOE.org, ERS.org.</p>	<p><b>ACTUAL</b>                  Every Wednesday evening was a parent meeting. The parent meeting was used to inform parents in the areas of the LCAP, DELAC, school activities, student progress, staff progress and community information. Education leaders, PTA and local health organizations were invited to speak with the parents. Bright Arrow text messaging system was used to communicate with parents during calendar school events and unknown events. Parents received the messages positively and responded frequently.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b>                  supplies Budget \$5,000 Source LCFF S/C</p>	<p><b>ESTIMATED ACTUAL</b>  <b>\$2,105</b></p>

Action **2**

<p>Actions/Services</p>	<p><b>PLANNED</b>                  # 3.2 Train and provide parents in establishing collaboration between home, school and the community: examples include TCOE CHOICES, English as Second Language, After School Tutoring Services, PIQE, Porterville College, CSET, Proteus, Tulare County Human Health Services, Family Health Care,</p>	<p><b>ACTUAL</b>                  Parent Institute for Quality Education (PIQE) was invited to provide education services for parents to learn and understand K-3 reading strategies to assist student learning at home. PIQE met with the parents for seven weeks, one day a week. Parent participation was at about 12 parents for each meeting.                  English as a Second Language (ESL) classes took place twice a week. The parents met every Tuesday and Thursday evening for 1.5 hours. The population of parents attending was minimal to 5-8 parents each night.                  School site counselor was hired to help support student learning. The counselor met with students daily. Students having social and emotional challenges in class, small group meetings for males and females was established. The counselor also planned and prepared parent meetings every Wednesday evenings. The counselor education parent values and strategies that supported student learning at home.</p>
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Expenditures	<b>BUDGETED</b> contract for services Budget \$25,000 Source LCFF S/C	<b>ESTIMATED ACTUAL</b> <b>\$13,763.64</b>
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Action **3**

Actions/Services	<b>PLANNED</b> # 3.3 Provide information about ELD and EL strategies to parents in multiple formats and methods of communication. (newsletters, text messages, meetings, website) Brightarrow services, Ducor News Letter, flyers, parent meetings	<b>ACTUAL</b> Bright Arrow text messaging system was used to communicate with parents during calendar school events and unknown events. Parents received the messages positively and responded frequently. Each month a newsletter went home with the current calendar of events. The parents also received important student information, parents information about school and a personal note from the principal.
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Expenditures	<b>BUDGETED</b> supplies Budget \$5,000 Source LCFF S/C	<b>ESTIMATED ACTUAL</b> <b>\$5,000</b>
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Action **4**

Actions/Services	<b>PLANNED</b> # 3.4 In order to provide optimum learning environment for students, continue to upgrade learning areas of campus: e.g., playground equipment, painting, carpet, roofing, electrical, fencing, cabling, plumbing, flooring, desk, chairs, tables, furniture	<b>ACTUAL</b> A new roof for the school has been planned to be completed during the end of the 2016-17 school year. This funding would take a large portion of this budget line. No other maintenance is schedule for work until the next school year.
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Expenditures	<b>BUDGETED</b> contract for purchase and installation of classroom improvements Budget \$85,065 Source LCFF S/C	<b>ESTIMATED ACTUAL</b> <b>\$51,525.13</b>
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# Goal 3

## ANALYSIS

Develop new and improve existing parent and school partnerships to involve parents in our student’s future learning through support and ideas at home that will transfer to our school environment.

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.

Upon approval and adoption of the LCAP, the superintendent and business manager developed an LCAP work plan including timelines and responsibilities. These involved ordering supplies and technology per the LCAP, scheduling training for teachers and workshops for parents, and many other tasks to be certain all proposed actions and services were quickly up and running. All actions and services of goal 3 were implemented as planned and had significant impact on increased student achievement.

The superintendent met with parents weekly and managed this goal personally to be sure parent involvement actions and services were faithfully deployed.

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

The effectiveness of the parent involvement goal was measured by parent feedback at weekly meetings and by survey. Parents are increasingly involved and empowered at Ducor School and District and very supportive of the change process going on at the school. Parent involvement isn’t expensive, but it requires constant and concerned attention to make sure that parents feel welcomed and valued. Their positive responses in meetings and on the survey confirm that our parents feel both.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between budgeted and actual expenditures.

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

Substantive changes are not being made to this important goal. Parents are increasingly involved because they know their input is valued and quickly acted upon.

# 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?

LCAP review and analysis took place frequently at Ducor School. Beginning in August, the principal met monthly with staff to review the LCAP plan and budget. The principal reviewed each goal as well as progress on actions. The principal also explained to the staff how certain actions and services apply to common core training, English Learner Development training, mathematics, science, history, reading and writing programs available for teachers and supporting staff members to attend during the school year. Staff comments and recommendations were quickly acted upon to improve implementation of the LCAP and thus maximize benefit for students. There is no bargaining unit at Ducor.

Every Wednesday, the principal meets with parents during the parent club. This group of parents, predominantly parents of English learners, serves as the Parent Advisory Committee and English learner Parent Advisory Committee. The meeting is at 5:45 pm. Parent involvement has increased. Beginning with six parents, the parent club grew to twenty parents regularly attending monthly meetings. The parents were informed about the LCAP in the same way as staff. The discussions included ELD, reading, math, tutoring, field trips and curriculum with active input and advice from parents.

Every Wednesday afternoon, the principal would meet with teachers. The teacher meeting not only reviewed regular business meeting, planning, budgeting, curriculum, student site team meetings and parent support discussion all included in LCAP planning and review.

Every second Tuesday of each month, the school board meets for the monthly school board meetings. The principal would include LCAP discussion and review on the board agenda. The discussions included review, planning, budgeting, suggestions and ideas.

Students were asked what they would like to include in the LCAP planning. Many students inserted technology, playground, athletic materials, field trips, musical instruments and many other ideas. The students input was very positive and well accepted by the staff.

## IMPACT ON LCAP AND ANNUAL UPDATE

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

The active involvement of stakeholder's impact on the LCAP brought continuous support and recommendations. The LCAP targeted student and parent priorities. The parents have really accepted the parent club as one of the great successes for the school. The school board has made numerous comments on the positive feedback from community members on how well the school has improved as a community, staff, students and school environment. The teachers have utilized the chrome books to help improve student engagement. The teachers also approved the new math program and are planning to recommend an ELA program for the next school year. The student input was taken into consideration. New planning for playground equipment, future field trips, and technology improvements have been reviewed for future projects.



# 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

Common Core (English Language Arts, English Language Development and Mathematics) and other state content and performance standards will be fully implemented in all classrooms to provide access to a rigorous course of study and maximum learning opportunities for all students and all subgroups. Conditions of learning improvements and pupil and parent engagement improvements will result in improved student achievement and reduced risk factors.

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

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

#### Identified Need

State requirements (how will the district address the eight state priorities), the state accountability system, and local evaluation indicate the need to effectively and expeditiously implement state academic and performance standards first in the Common Core ELA, ELD, and Math and then in the broad course of study. Local evaluation confirms that the Common Core, after four years of effort, is now being fully implemented at Ducor. The next step is to move to sustainability. Local evaluation also confirms that, with the exception of the Next Generation Science Standards, Ducor is implementing the other state standards but needs to broaden and deepen the curriculum and instruction on those content areas. Due to teacher turnover, as noted, attention must be paid to teacher support and teaching/learning conditions. This is a comprehensive goal because implementation of state academic content and performance standards is complex and directly involves all of the eight state priorities if standards are to be fully implemented and sustained.

#### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline 2016-17	2017-18	2018-19	2019-20
Credentialed Teacher Rate [R]	100%	100%	100%	100%

Credentialed Teacher teaching outside of subject area rate [R]	0%	0%	0%	0%
Highly Qualified Teacher rate [R]	100%	100%	100%	100%
teacher misassignment rate [R]	0%	0%	0%	0%
teacher of English learners misassignment rate [R]	0%	0%	0%	0%
Most recently adopted textbooks rate [R]	100%	100%	100%	100%
Overall facility rating [R]	good	good	good	good
student lacking own copy of textbook rate [R]	0%	0%	0%	0%
state standards implementation ELA	3=initial implementation	4=full implementation	4=full implementation	5=full implementation and sustainability
state standards implementation CCSS Math [R]	3=initial implementation	4=full implementation	4=full implementation	5=full implementation and sustainability
implementation of Health Education Content Standards [R]	3=initial implementation	4=full implementation	4=full implementation	5=full implementation and sustainability
implementation of Physical Education Model Content Standards [R]	4= full implementation	4=full implementation	4=full implementation	5=full implementation and sustainability
implementation of Visual and Performing Arts Standards [R]	4= full implementation	4=full implementation	4=full implementation	4=full implementation
implementation of Next Generation Science Standards [R]	1= exploration and research	2=beginning development	3=initial implementation	4=full implementation
implementation of History Social Science Content Standards [R]	4=full implementation	4=full implementation	4=full implementation	5=full implementation and sustainability
ELA distance from level three schoolwide [R]	54 points below	44 points below	34 points below	24 points below
ELA distance from level three Hispanic [R]	54.5 points below	44 points below	34 points below	24 points below

ELA distance from level three Disadvantaged [R]	56.2 points below	44 points below	34 points below	24 points below
ELA distance from level three English Learner [R]	57.2 points below	44 points below	34 points below	24 points below
Math distance from level three schoolwide [R]	88.9 points below	44 points below	34 points below	24 points below
Math distance from level three Hispanic [R]	89.3 points below	44 points below	34 points below	24 points below
participation in co-curricular and extracurricular activities schoolwide and subgroups [L]	75%	85%	87%	89%
percentage of students by grade level and subgroup that are involved in leadership opportunities (i.e., Student Council, Student Leadership, Friday Night Live, Character Ed, etc.) and co-curricular or extracurricular activities [L]	25%	30%	35%	40%
middle school dropout rate schoolwide [R]	0	0	0	0
middle school dropout rate Hispanic [R]	0	0	0	0
middle school dropout rate Disadvantaged [R]	0	0	0	0
middle school dropout rate English Learner [R]	0	0	0	0
attendance rate schoolwide [R]	96%	96.3%	96.5%	96.7%
attendance rate Hispanic [R]	96%	96.3%	96.5%	96.7%
attendance rate Disadvantaged [R]	96%	96.3%	96.5%	96.7%
attendance rate English Learner [R]	96%	96.3%	96.5%	96.7%
chronic absenteeism rate schoolwide [R]	8%	6%	5%	3%
chronic absenteeism rate Hispanic [R]	10%	6%	5%	3%
chronic absenteeism rate Disadvantaged [R]	8%	6%	5%	3%

chronic absenteeism rate English Learner [R]	10%	6%	5%	3%
expulsion rate schoolwide [R]	0	0	0	0
expulsion rate Hispanic [R]	0	0	0	0
expulsion rate Disadvantaged [R]	0	0	0	0
expulsion rate English Learner [R]	0	0	0	0
suspension rate schoolwide [R]	0.46%	0	0	0
suspension rate Hispanic [R]	0.46%	0	0	0
suspension rate Disadvantaged [R]	0.46%	0	0	0
suspension rate English Learner [R]	0.00%	0	0	0
truancy rate schoolwide [R]	n/a	Less than 5%	Less than 5%	Less than 5%
truancy rate Hispanic [R]	n/a	Less than 5%	Less than 5%	Less than 5%
truancy rate Disadvantaged [R]	n/a	Less than 5%	Less than 5%	Less than 5%
truancy rate English Learner [R]	n/a	Less than 5%	Less than 5%	Less than 5%
percent of students who report feeling safe at school [L]	85%	87%	89%	91%
enrollment in broad course of study schoolwide and by unduplicated count students and by students with exceptional needs [R]	100%	100%	100%	100%
programs and services to increase access to broad course of study by unduplicated count students and students with exceptional needs [R]	100%	100%	100%	100%
percentage of students by grade level and subgroup who have mastered the technology skills identified within the CCSS [L]	85%	100%	100%	100%
percentage of grade levels/courses where CCSS-identified digital skills are being taught to students [L]	85%	100%	100%	100%

PLANNED ACTIONS / SERVICES

Action **1**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<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 checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	<b>OR</b> <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
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1.1 Provide continuing support and training through TCOE for CCSS implementation: BTSA, Math, Science, History, technology, Kindergarten

BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

Amount	\$ 19,500	Amount	\$ 19,500	Amount	\$ 5,000
Source	LCFF S/C	Source	LCFF S/C	Source	LCFF S/C
Budget Reference	Contracted Services	Budget Reference	Contracted Services	Budget Reference	Contracted Services

Action **2**

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

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

**OR**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	<b>OR</b> <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
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1.2 Provide support and training to deepen understanding and application of differentiated approaches, to align current textbooks and strategies with state standards and differentiated learning levels. (Lesson Plans and Unit Plans)		
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BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	\$ 1,500	<b>Amount</b>	\$ 6,600	<b>Amount</b>	\$ 6,000
<b>Source</b>	Educator Effectiveness Fund Resource 64620	<b>Source</b>	LCFF S/C	<b>Source</b>	LCFF S/C
<b>Budget Reference</b>	Contracted Services	<b>Budget Reference</b>	Contracted Services	<b>Budget Reference</b>	Contracted Services

Action **3**

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

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

**OR**

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

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

ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

<input type="checkbox"/> New <input 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
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1.3 Provide teachers and students with resource books and supplemental materials to support classroom learning and achievement in the broad course of study.		
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BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

2017-18	2018-19	2019-20
Amount: \$ 5,000	Amount: \$ 25,000	Amount: \$ 25,000
Source: Title I	Source: LCFF S/C	Source: LCFF S/C
Budget Reference: Instructional materials and supplies	Budget Reference: Instructional materials and supplies	Budget Reference: Instructional materials and supplies

Action **4**

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

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

**OR**

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

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

ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

<input type="checkbox"/> New <input 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
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1.4 Teachers develop and refine broad course of study curriculum, lesson plans, and units during Professional Learning Community time with assistance from on-site training coach.

BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

Amount	\$ 15,425	Amount	\$ 4,000	Amount	\$ 4,000
Source	LCFF S/C	Source	LCFF S/C	Source	LCFF S/C
Budget Reference	Salaries & Benefits	Budget Reference	Salaries & Benefits	Budget Reference	Salaries & Benefits



Action **5**

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

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

**OR**

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
1.5 Web-based internet programs licenses will be purchased to help support learners.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$ 9,500	Amount: \$ 9,500	Amount: \$ 9,500
Source: LCFF S/C	Source: LCFF S/C	Source: LCFF S/C
Budget Reference: materials and supplies	Budget Reference: materials and supplies	Budget Reference: materials and supplies

Action **6**

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

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

**OR**

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

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

ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

<input type="checkbox"/> New <input 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
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1.6 Web base programs will monitor and assess students. Assessments will be used to measure student improvement, identify areas of need and gaps in learning, and success

BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

Amount	\$ 1,600	Amount	\$ 1,600	Amount	\$ 1,600
Source	LCFF S/C	Source	LCFF S/C	Source	LCFF S/C
Budget Reference	materials and supplies	Budget Reference	materials and supplies	Budget Reference	materials and supplies

Action **7**

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

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

**OR**

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

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

ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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1.7 Web base program, Accelerated Reader Program will be used to assess student reading levels, comprehension scores		
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BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

	2017-18	2018-19	2019-20
Amount	No additional costs	No additional costs	No additional costs
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	materials and supplies	materials and supplies	materials and supplies

Action **8**

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

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

**OR**

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
1.8 Expand participation in county-wide student events by two events per year to achieve full participation in all offered events		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$ 1,200	Amount: \$ 1,200	Amount: \$ 1,200
Source: LCFF S/C	Source: LCFF S/C	Source: LCFF S/C
Budget Reference: supplies	Budget Reference: supplies	Budget Reference: supplies

Action **9**

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

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

**OR**

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

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

ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

<input type="checkbox"/> New <input 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
1.9 Attention will continue to be paid to supporting and enhancing teacher/student technology resources with evaluation of them during the annual update process and continued funding in the second and third year of this plan.	1.9 Continue to support and enhance technology infrastructure and teacher/student technology resources to assure access to digital literacy needs of students in achieving state standards.	

BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

Amount		Amount	\$ 15,000	Amount	\$ 30,000
Source		Source	LCFF S/C	Source	LCFF S/C
Budget Reference		Budget Reference	Equipment and supplies	Budget Reference	Equipment and supplies

Action **10**

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

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

**OR**

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

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

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

1.10 Continue five-year lease/purchase agreement to replace one bus in order to facilitate student attendance. (Year 4) to assure that all students attend school from our isolated rural community

**2018-19**

New  Modified  Unchanged

#1.10 Complete purchase agreement to replace one bus in order to facilitate student attendance. (Year 5 ) to assure that all students attend school from our isolated rural community

**2019-20**

New  Modified  Unchanged

No action necessary.

BUDGETED EXPENDITURES

**2017-18**

Amount	\$ 26,561
Source	LCFF S/C
Budget Reference	Lease/purchase contract

**2018-19**

Amount	\$ 26,561
Source	LCFF S/C
Budget Reference	Lease/purchase contract

**2019-20**

Amount	
Source	
Budget Reference	

Action **11**

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 checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	<b>OR</b> <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**

New  Modified  Unchanged

# 1.11 In order to continue the integrity of the instructional program and assure continuous program improvement processes for unduplicated count students without interruption, maintain instructional staffing and support at levels which will deepen and expand instruction for unduplicated count students. Two teachers at \$66800 including salary and benefits.

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

BUDGETED EXPENDITURES

**2017-18**

Amount	\$ 216,100
Source	LCFF S/C
Budget Reference	Salary and benefits

**2018-19**

Amount	\$ 220,500
Source	LCFF S/C
Budget Reference	Salary and benefits

**2019-20**

Amount	\$ 226,500
Source	LCFF S/C
Budget Reference	Salary and benefits

New Modified Unchanged

## Goal 2

English Language Development CCSS and exemplary practices for teaching English learners will be fully implemented in all classrooms to provide access to a rigorous course of study and maximum learning opportunities for all English learners.

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

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

[Identified Need](#)

State indicators and local evaluation confirm that Ducor English learners have made great strides in acquisition of English language literacy skills as demonstrated by their performance above their statewide peers in English Language Arts. They have made progress in mathematics, but are still performing "low". The new LCAP will strengthen actions and services related to implementation of math literacy.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline 2016-17	2017-18	2018-19	2019-20
State standards: Access by English learners	3=initial implementation	4=full implementation	4=full implementation	5=full implementation and sustainability
state standards implementation ELD	3=initial implementation	4=full implementation	4=full implementation	5=full implementation and sustainability
ELA distance from level three English Learner [R]	57.2 points below	44 points below	34 points below	24 points below
Math distance from level three English Learner [R]	89.4 points below	44 points below	34 points below	24 points below
English Learner reclassification rate [R]	2.22%	5%	10%	15%
Pct making progress toward English proficiency [R]	69%	71%	73%	75%
enrollment in broad course of study English learners [R]	100%	100%	100%	100%



programs and services to increase access to broad course of study by English learners [R]

100%

100%

100%

100%

PLANNED ACTIONS / SERVICES

Action **1**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<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	<b>OR</b> <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 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
# 2.1 Provide continuing support and training through TCOE for ELD implementation		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$ 1,000	Amount: \$ 4,000	Amount: \$ 4,000
Source: Educator Effectiveness Resource 62640	Source: LCFF S/C	Source: LCFF S/C
Budget Reference: Contracted Services	Budget Reference: Contracted Services	Budget Reference: Contracted Services

Action **2**

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

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

**OR**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input 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	<b>OR</b> <input checked="" type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

New  Modified  Unchanged

New  Modified  Unchanged

New  Modified  Unchanged

# 2.2 Provide support and training to deploy exemplary strategies for EL students and differentiated learning levels. (Lesson Plans and Unit Plans) TCOE

BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

Amount	\$ 1,000
Source	Educator Effectiveness Resource 62640
Budget Reference	Contracted Services

Amount	\$ 4,000
Source	LCFF S/C
Budget Reference	Contracted Services

Amount	\$ 4,000
Source	LCFF S/C
Budget Reference	Contracted Services

Action **3**

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

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

**OR**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input 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	<b>OR</b> <input checked="" type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
# 2.3 Provide teachers and students with resource materials to provide access to curriculum for EL students.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$ 25,000	Amount: \$ 25,000	Amount: \$ 40,000
Source: Title I	Source: Title I	Source: LCFF S/C
Budget Reference: Instructional materials	Budget Reference: Instructional materials	Budget Reference: Instructional materials

Action **4**

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

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

**OR**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input 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	<b>OR</b> <input checked="" type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

New  Modified  Unchanged

New  Modified  Unchanged

New  Modified  Unchanged

# 2.4 Teachers develop and refine ELD curriculum and EL teaching/learning strategies, lesson plans, and units during Professional Learning Community time

BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

Amount	\$ 1,000
Source	Educator Effectiveness Resource 62640
Budget Reference	Salaries & Benefits

Amount	\$ 2,000
Source	LCFF S/C
Budget Reference	Salaries & Benefits

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

New Modified Unchanged

## Goal 3

Develop new and improve existing parent and school partnership with teachers and to involve parents in our student's future learning through support and ideas at home that will transfer to our school environment.

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

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

[Identified Need](#)

It is not a coincidence that English learner achievement at Ducor School is increasing at a pace consistent with increasing parent involvement. Research confirms local evaluation that involved parents means involved students who have higher academic achievement. To respond to the need for every parent to be actively involved in their child's education and to take an active role in the decision-making processes at the school and district, Ducor will continue successful efforts and continue to seek out and deploy proven successful strategies.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline 2016-17	2017-18	2018-19	2019-20
availability of parent training/involvement opportunities in school and district decision-making schoolwide and subgroups [R]	32	35	37	40
participation rate in parent training/involvement opportunities in school and district decision-making schoolwide and subgroups [R]	50%	50%	55%	60%
parent involvement in decision-making school and district of parents of unduplicated count students and of students with exceptional needs [R]	32	37	40	45

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  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
# 3.1 Provide information about state and district content and performance standards, curriculum and instruction, to parents in multiple formats and methods of communication. (newsletters, text messages, meetings, website, etc.)		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$ 2,000	Amount \$ 1,000	Amount \$ 1,000
Source LCFF S/C	Source LCFF S/C	Source LCFF S/C
Budget Reference supplies	Budget Reference supplies	Budget Reference supplies

Action **2**

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

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

ACTIONS/SERVICES

**2017-18**

**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
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# 3.2 Select and sign with various agencies for extracurricular and after school that will provide parents support in establishing collaboration between home, school and the community: examples include TCOE CHOICES, English as Second Language, After School Tutoring Services, Band for Today, PIQE, Porterville College, CSET, Proteus, Tulare County Human Health Services, Family Health Care, Porterville Youth Services, et.al. targeting the needs of our English learner students and families

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BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

Amount	\$24,000	Amount	\$24,000	Amount	\$24,000
Source	LCFF S/C	Source	LCFF S/C	Source	LCFF S/C



Budget Reference

Contracts for services

Budget Reference

Contracts for services

Budget Reference

Contracts for services

Action **3**

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

Students to be Served

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

Location(s)

All schools spans: \_\_\_\_\_  Specific Schools: \_\_\_\_\_  Specific Grade \_\_\_\_\_

**OR**

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

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

Location(s)

All schools spans: \_\_\_\_\_  Specific Schools: \_\_\_\_\_  Specific Grade \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

New  Modified  Unchanged

New  Modified  Unchanged

New  Modified  Unchanged

# 3.3 Provide information about ELD and EL strategies to parents in multiple formats and methods of communication. (newsletters, text messages, meetings, website, etc.)

BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

Amount \$ 2,000

Amount \$ 1,000

Amount \$ 1,000

Source LCFF S/C

Source LCFF S/C

Source LCFF S/C

Budget  
Reference

supplies

Budget  
Reference

supplies

Budget  
Reference

supplies

Action **4**

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

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

**OR**

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

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

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

# 3.4 In order to provide optimum learning environment for students, continue to upgrade learning areas of campus

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

BUDGETED EXPENDITURES

**2017-18**

Amount

\$ 11,691

Source

LCFF S/C

Budget Reference

Contracts for services

**2018-19**

Amount

\$ 14055

Source

LCFF S/C

Budget Reference

Contracts for services

**2019-20**

Amount

\$ 35982

Source

LCFF S/C

Budget Reference

Contracts for services

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18  2018–19  2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 329,577

Percentage to Increase or Improve Services:

24.42 %

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](#)).

Ducor is a small, rural, isolated single-school district in an unincorporated community. Virtually all of our elementary students (93%) fall into the category of “unduplicated count” students. 73% of our students are English learners. The Supplemental and Concentration grants from the Local Control Funding Formula have enabled our school to significantly increase actions and services to empower our students to overcome barriers created by language and rural poverty. Implementation of the English Language Development standards, for example, has been accomplished with professional development that empowers teachers and students to achieve proficiency in academic English. Instructional materials to help teachers adapt instruction to the learning needs of our students have increased over 200% as a result of this funding. We have been able to add experiential learning in the form of field trips to museums and cultural centers in locations far from our school and which enable students to see in action what they are learning about in the classroom. Other strategies deployed with these funds have increased in both quantity and quality in excess of the 24.42% over what we could have provided without these funds:

- Professional development
- Supplemental instructional materials to differentiate instruction
- Remediation and acceleration programs
- Extended learning time (before and after school, summer school)
- Experiential learning (co-curricular field trips, project-based learning)
- Technology
- Maintain instructional staff and support

Because virtually all of our students are “unduplicated count”, all of these actions and services are delivered schoolwide.

# 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](mailto:lcff@cde.ca.gov).

## Plan Summary

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

When developing the LCAP, 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?