

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	Hot Springs School District		
Contact Name and Title	Tom Byars, Interim Superintendent	Email and Phone	Tom.byars@hotspringsschool.org (661) 548-6544

2017-20 Plan Summary

THE STORY

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

Hot Springs is a Necessary Small School District with 17 students Kindergarten thru 8th grade. The school is located in the small mountain community of California Hot Springs. Even though the District covers 523 square miles, most of the area is National Forest, cattle grazing land and rugged wilderness. Some areas of the District are not accessible in the winter months due to snow and ice. The majority of the students live in Pine Flat and California Hot Springs. There are no gas stations in the District. There is one small store that isn't open each day and only carries limited items. There is one resort that is open 6 days a week. Families travel 30 to 50 miles to do their shopping. All students ride the school bus due to the dangers of the mountain roads. Students live from 10 miles to 20 miles from school. The school has a very active parent group who help with many school events and help raise additional funds for the school activities. As a Necessary Small School the funding is not enough to do some activities. Parent participation is almost always 100%. The community also provides some volunteers to support the school. The parents and community at Hot Springs have had a heavy attendance at the Board Meetings where this has been discussed. They have provided a lot of input and had many questions. Some community members have visited Interim Administrator to further discuss the issues and concerns.

LCAP HIGHLIGHTS

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

The funding will help fund an instructional aide, buy some instructional materials and supplies and also provided a portion of funding to take a field trips, including one major one. It will also allowed us to buy some new instructional materials including computer programs.

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

Progress was strong. In meetings with parents and stakeholders the opinion of those attending was that they were very happy with the progress that was being made and the areas of concentration. Parent participation was very good and the enthusiasm for the progress made will lead to more parent participation in the next years. With the completion, this fall, of the BiiG2.0 grant funded internet connection, we are now able to take the state assessments on-line so we can better track student progress and provide access to the on-line portions of our textbooks.

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

GREATEST NEEDS

One of the greatest needs is to have the funding to improve the services students receive. This includes technology and training. Now that we have an effective internet access, we need to add computers and access the on-line portions of the textbooks. We also need to train students and staff in the use of the resources. No training was provided this year due to the sudden death of the Teacher/administrator and the availability of qualified applicants for the job. We had a long term sub (retired teacher) for the school year.

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

PERFORMANCE GAPS

Due to the fact we have only one – three students per grade level in the K-8 one classroom setting we do not have performance gaps identified.

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.

At the present time we have no EL students or Foster youth. The funding for instructional aide helps provide additional help to students. The funding for a field trip helps some students experience curriculum related areas in ways they wouldn't be able to otherwise. Also providing funding to have an instructional aide will provide more targeted help to students needing help. In the K-8 one-room school setting we operated in, this extra funding helps provide that services.

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

\$358,514

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

\$35,777

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.

General fund pays for some materials and an instructional aide in addition to the ones listed in the LCAP

\$ 303,013

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

<h2>Goal 1</h2>	Provide all students with access to a fully credentialed teacher and well-trained staff, quality instruction materials that align to state standards and safe facilities that are conducive for learning.
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State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. All students will show a 1% growth on locally developed and state assessments on ELA and Math
2. State assessment in English language arts and math. Local assessment measures in English language arts and math.
3. Sign-in sheet for training
4. CAASPP results from 2015-16 will set a baseline for future year growth
5. The District will maintain an overall rating of "Good" as measured on the FIT report.

ACTUAL

1. Students have met the 1% growth on locally developed assessments. The results of the state assessment have not yet been received.
2. This is the first year our students have had access to an internet to take the state assessment. No results have been received at this time.
3. No training was provided this year due to the sudden death of the only teacher and the lack of qualified applicants to replace her. We have operated with a retired teacher as a long term sub.
4. Due to the lack of internet connection, students had to take a paper version of the test last year, as a result many parent opted out of the test so no valid baseline was established. The baseline should be established this year as all students took the test.
5. The district met the FIT rating for this year.

ACTIONS / SERVICES

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

Action

1

Actions/Services	PLANNED The maintenance department will continue to complete routine maintenance and repairs to insure district facilities are kept clean, safe and in good repair	ACTUAL The grounds and building planned actions were met. This included replacing the fall surface under the playground equipment.
	BUDGETED Cost \$0 No additional funds required	ESTIMATED ACTUAL \$0 funding from LCAP funds

Action **2**

Actions/Services	PLANNED The district will purchase Common Core/state standard instructional materials and implement course study for all grades in ELA	ACTUAL This is in progress and material is being reviewed. It was delayed until we knew who the teacher would be.
	BUDGETED Instructional materials \$6,596 LCFF S/C	ESTIMATED ACTUAL Hopefully this will be spent by June 30, 2017

Action **3**

Actions/Services	PLANNED The district will continue to purchase ELA , math, science, and social studies appropriate supplement K-8 materials to support teaching state standards	ACTUAL Money was spent this year to purchase additional math materials
	BUDGETED Instructional materials \$1,000 LCFF Base	ESTIMATED ACTUAL 1,000

Action **4**

Actions/Services	<p>PLANNED The district will provide two classified staff (aid and secretary/aid) to support and provide intervention to students in math and English language arts.</p>	<p>ACTUAL The district provided two classified staff.</p>
Expenditures	<p>BUDGETED Classroom aid and secretary/aid salary and benefits \$10,395 LCFF S/C</p>	<p>ESTIMATED ACTUAL 10,395</p>

Action **5**

Actions/Services	<p>PLANNED All teaching staff will receive training through Tulare County Office of Education in Common Core standards for English language arts and mathematics. Implement these Common Core standards in the classroom instruction.</p>	<p>ACTUAL No training was completed. This was put on hold until a replacement teacher was hired. It should take place in August and September</p>
Expenditures	<p>BUDGETED Professional Development \$1,750 LCFF Base Sub teacher \$690 LCFF Base</p>	<p>ESTIMATED ACTUAL 0</p>

Goal 1

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Students were provided instruction by a fully qualified teacher and quality instructional materials. As noted above, due to the sudden death of the teacher/administrator, several actions were unable to be completed.

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

Even though the teacher died suddenly in September, the highly qualified, credentialed, retired teacher was able to meet this goal

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As noted above, some actions were unable to be completed and thus created some cost savings.

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

No changes

Goal 2

Support all students in reaching their academic potential by providing engaging coursework across all core subjects areas- English language arts, math, science, social studies, and physical education. Ensure that all students develop 21st Century learning skills and are academically prepared for high school success, college and career pathways.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. All students will show a 1% growth on locally developed and state assessments on ELA and Math
2. State assessment in English language arts and math. Local assessment measures in English language arts and math.
3. Sign-in sheet for training
4. CAASPP results from 2015-16 will set a baseline for future year growth
5. Students able to take Smarter Balance testing using technology and internet access in 2017
6. 2016 will establish a baseline for all students to show growth/proficiency at grade level Technology standards

ACTUAL

1. Students have met the 1% growth on locally developed assessments. The results of the state assessment have not yet been received.
2. This is the first year our students have had access to an internet to take the state assessment. No results have been received at this time.
3. No training was provided this year due to the sudden death of the only teacher and the lack of qualified applicants to replace her. We have operated with a retired teacher as a long term sub.
4. Due to the lack of internet connection, students had to take a paper version of the test last year, as a result many parent opted out of the test so no valid baseline was established. The baseline should be established this year as all students took the test.
5. The district met this with the installation of the BiG2.0 grant our internet come active by March 2017 and students were able to completed the state assessment on-line.
6. 2017 will now establish a baseline.

ACTIONS / SERVICES

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

Action

1

Actions/Services	<p>PLANNED</p> <p>The district will review, purchase and utilize web based apps and/or supplemental programs to support student learning of state standards in core subject areas; for use by students in preparation for state testing.</p>	<p>ACTUAL</p> <p>The new internet access was active as of March 2017. We have started assessing programs. The only one purchased has been Microsoft Office.</p>
	<p>BUDGETED</p> <p>Educational software/license \$1,000 LCFF S/C</p>	<p>ESTIMATED ACTUAL</p> <p>1,000</p>

Action **2**

Actions/Services	<p>PLANNED</p> <p>The district will contract with a technology consultant approximately 2 day per month to provide maintenance of iPads, laptops, school technology</p>	<p>ACTUAL</p> <p>This was used at the beginning of the school year.</p>
	<p>BUDGETED</p> <p>Services and operating expenditures \$6,300 LCFF Base</p>	<p>ESTIMATED ACTUAL</p> <p>2,000</p>

Action **3**

Actions/Services	<p>PLANNED</p> <p>Staff will be trained locally to develop technology mastery standards with a focus on each grade level to best utilize instructional technology to support student learning.</p>	<p>ACTUAL</p> <p>Due to the long term sub this was not done and will be done as a new teacher is hired.</p>
	<p>BUDGETED</p> <p>Professional development \$500 LCFF S/C</p>	<p>ESTIMATED ACTUAL</p> <p>0</p>

Action **4**

Actions/Services	PLANNED Implement a Balanced Literacy program that reflects and supports the ELA framework and the use of formative assessments to meet the needs of underperforming students.	ACTUAL In process to add Accelerated Reader, but not yet completed. Waiting on a quote for our unique size district.
Expenditures	BUDGETED Educational materials \$500 LCFF S/C	ESTIMATED ACTUAL 0

Goal 2

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

This was done through the regular instructional day. The teacher and two instructional aides provided services. The Title one aide worked with Title 1 students, targeting students needing extra help. The teacher guided the instruction. The technology portion was not really addressed until the internet was up and running in March. Students were able to utilize some new computers at that time to access supplemental material accompanying text books as well as researching topics assigned by the teacher.

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

Under the unusual circumstances this year the long term sub did an amazingly good job effectively meeting the goals.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Some items were delayed in purchase due to the circumstances and late installation of internet connectivity.

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

No changes made

Goal 3

Create and maintain a positive learning environment that will ensure that all students, parents, and community members are engaged as partners in the achievement of academically successful out comes for all students. To improve student attendance.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. The attendance will improve by 1% -(Attendance record)
2. Reduce Chronic Absenteeism by .5% - (attendance record, 2 of 17 students were chronically absent in 2015-2016)
3. Suspension will be less than 10% and expulsions less than 2% of ADA per year (Calpads record)
4. Maintain 0% Middle School Dropout Rate.
5. District will hold 3 parent education nights per year- 1 per trimester (Sign-in sheets)
6. Determine a baseline for parent participation in parent-teacher conferences and other opportunities for parent participation as measured by a parent survey

ACTUAL

1. Attendance improved for most students. Some attendance issues still remain with one family. Overall we met the 1%.
2. Of the two from last year, one improved by more than .5%.
3. There were no suspensions or expulsions this year.
4. No drop outs this year.
5. We have met two of the 3 meetings and had great participation in each. The first was science based and included a large telescope. We had 100% attendance of parents and students.
6. Due to the death of the teacher we had no conference the first trimester, but the second one went well. Other opportunities for parent participation have also been very highly attended.

ACTIONS / SERVICES

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

Action

1

Actions/Services	<p>PLANNED</p> <p>The District will hold three parent education nights with a minimum of one parent night per trimester</p>	<p>ACTUAL</p> <p>We have met two of the 3 meetings and had great participation in each. The first was science based and included a large telescope. We had 100% attendance of parents and students.</p>
	<p>BUDGETED</p> <p>Materials and supplies \$500 LCFF S/C</p>	<p>ESTIMATED ACTUAL</p> <p>No additional cost</p>

Action **2**

Actions/Services	<p>PLANNED</p> <p>The District will continue to monitor suspension and expulsion rates to ensure they are less than 10% suspension and 2% expulsion per year (including all subgroups)</p>	<p>ACTUAL</p> <p>No suspension or expulsions this year.</p>
	<p>BUDGETED</p> <p>Cost \$0 No additional funds required</p>	<p>ESTIMATED ACTUAL</p> <p>No additional cost</p>

Action **3**

Actions/Services	<p>PLANNED</p> <p>Provide trimester incentives for students with perfect attendance including perfect attendance certificates</p>	<p>ACTUAL</p> <p>This was not completed this year.</p>
	<p>BUDGETED</p> <p>Materials and supplies \$200 LCFF S/C</p>	<p>ESTIMATED ACTUAL</p> <p>0</p>

Action **4**

Actions/Services	PLANNED Roaming trophies for classes with best attendance by grade level per month	ACTUAL This was not completed this year.
	BUDGETED Materials and supplies \$200 LCFF S/C	ESTIMATED ACTUAL 0

Action **5**

Actions/Services	PLANNED End of year drawing for students with perfect attendance	ACTUAL This was not completed this year.
	BUDGETED Materials and supplies \$400 LCFF S/C	ESTIMATED ACTUAL 0

Action **6**

Actions/Services	PLANNED Conduct SARB meetings with parents as needed	ACTUAL Letter were sent to one family, but it has not made it to a SARB
	BUDGETED Cost \$0 No additional funds required	ESTIMATED ACTUAL 0

Goal 3

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Most of the items listed were completed. Some items were not due to the death of the teacher.

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

Those completed were very effective and parents wanted to keep the same goals.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Some items were not completed in the goal, as noted above.

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

No changes were made although some were not completed.

Goal 4

Improve/increase enrichment opportunities of students through field trips that are aligned to state standards.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

1. Students will complete a grade level task/reflection to measure their understanding of the field trip topic
2. Field trip permission sheets
3. SCICON student list, SCICON notebooks completed

1. This was completed after each of the two field trip. One to Monterey Bay Aquarium and one to C.A.L.M.
2. All participating had signed permission slips.
3. No 6th grade students this year so no students attended the SCICON week.

ACTIONS / SERVICES

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

Action	1				
Actions/Services	<table border="1"> <thead> <tr> <th>PLANNED</th> <th>ACTUAL</th> </tr> </thead> <tbody> <tr> <td>Students and staff will attend field trips in county to enrich state standards- art, music, history, science, etc.</td> <td>2 In-county field trips this year. one to a play and museum and one-day trip for 5th grade to SCICON. No 6th grade so no week at SCICON.</td> </tr> </tbody> </table>	PLANNED	ACTUAL	Students and staff will attend field trips in county to enrich state standards- art, music, history, science, etc.	2 In-county field trips this year. one to a play and museum and one-day trip for 5 th grade to SCICON. No 6 th grade so no week at SCICON.
PLANNED	ACTUAL				
Students and staff will attend field trips in county to enrich state standards- art, music, history, science, etc.	2 In-county field trips this year. one to a play and museum and one-day trip for 5 th grade to SCICON. No 6 th grade so no week at SCICON.				
Expenditures	<table border="1"> <thead> <tr> <th>BUDGETED</th> <th>ESTIMATED ACTUAL</th> </tr> </thead> <tbody> <tr> <td>Field trip \$200 LCFF S/C</td> <td>0</td> </tr> </tbody> </table>	BUDGETED	ESTIMATED ACTUAL	Field trip \$200 LCFF S/C	0
BUDGETED	ESTIMATED ACTUAL				
Field trip \$200 LCFF S/C	0				

Action **2**

Actions/Services	<p>PLANNED All 5th and 6th grade students (who are eligible) will attend Tulare County SCICON events for their grade level</p>	<p>ACTUAL No 6th grade students this year so this action was not completed.</p>
Expenditures	<p>BUDGETED \$160 per 6th grade student (none for 2016-17) No cost for 5th grade LCFF S/C</p>	<p>ESTIMATED ACTUAL 0</p>

Action **3**

Actions/Services	<p>PLANNED Out of county field trip will be scheduled for students to attend using a commercial bus company for travel to LA museums, Monterey Bay, California Missions, etc. reflecting grade common core standards</p>	<p>ACTUAL The one trip was completed to Monterey Bay and it was related to common core curriculum.</p>
Expenditures	<p>BUDGETED Admission \$700 LCFF S/C Transportation \$1,500 LCFF S/C</p>	<p>ESTIMATED ACTUAL \$1,500 for Transportation</p>

Action **4**

Actions/Services	<p>PLANNED Purchase of science materials for enrichment K-8th science program.</p>	<p>ACTUAL Not completed this year</p>
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Expenditures

BUDGETED	ESTIMATED ACTUAL
Materials and supplies \$500 LCFF S/C	0

Goal 4

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The main goal was completed with great success. The field trips were well received by students, staff and parents. Parents raised additional funds to help with costs not funded by the LCAP. Parents accompanied the students, especially the younger students. Everyone felt it was something they wanted to continue in future years.

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

It was completed very effectively thanks to staff and parent's participation.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A couple of items were not completed this year, as noted above.

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.

Other than not completing some items, no changes were made.

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?

Hot Springs Elementary School (HSES) recognizes the importance of engaging stakeholders of the school district in the development of the Local Control Accountability Plan (LCAP). HSES has outlined a plan to actively involve the stakeholders in the development of the Hot Springs LCAP. The involvement included but was not limited to: Parent and community surveys, Board meetings, Parent Club meetings, and Community meetings.

The consultation process began with parents of Hot Springs School attending meetings each month, in the form of parent group meetings, providing input to the School Board about the needs of students to reach the Common Core goals. The meetings were held throughout the year to provide maximum participation at monthly parent/community group meetings held the first Thursdays of the month. It is important to note that in all consultation meetings, a comprehensive needs assessment was shared with all stakeholders. Hot Springs School has no union groups.

Ideas and goals were discussed with students as they applied.

This year's process allowed for more complete data to be shared with stakeholders as well as greater opportunity to be involved in the process. Public Hearing on LCAP and budget scheduled for June 13, 2017.

IMPACT ON LCAP AND ANNUAL UPDATE

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

Taking feedback from various meetings, Board members, parents, staff and community members' actions were considered in the development of the LCAP goals and provide the foundation for the plan. Since Hot Springs has a small number of students and none of the student population comprises the significant subgroups of the LCAP, the actions and services listed will serve all groups and meet the state requirements.

The 2017-18 continuing goals include purchasing instructional materials consistent with Common Core in order to meet the instructional needs of our students, professional learning for all classroom staff and administration staff to better deliver Common Core curriculum and instruction and increase enrichment opportunities for students through field trips that are educational curriculum related to better connect to common Core curriculum and instruction. This was a unanimous decision of parents.

The District will support the strong wishes of the stakeholders to continue with the current goals, and build into the plan the changes which parent group requested:

1. *Support more teaching of Science- not just teaching time but support with more materials K-8th grade*
2. *Provide more computer support for students and staff through reading, writing, and math programs linked to Common Core and state standards*

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

Provide all students with access to fully credentialed teacher and well trained staff, quality instructional materials that align to state standards and safe facilities that are conducive for learning.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Stakeholders' surveys stated to implement Common Core Standards there is a need for additional supports and instructional materials.

Note: Hot Springs School District's enrollment is under 20 students and currently there are no English learner students. **No group information is available for state assessments.**

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC ELA (grades 3-8)	Due to small sample, data will be analyzed on an individual student basis with expectations for positive growth each year.	Due to small sample, data will be analyzed on an individual student basis with expectations for positive growth each year.	Due to small sample, data will be analyzed on an individual student basis with expectations for positive growth each year.	Due to small sample, data will be analyzed on an individual student basis with expectations for positive growth each year.
SBAC Math (grades 3-8)	Due to small sample, data will be analyzed on an individual student basis with expectations for positive growth each year.	Due to small sample, data will be analyzed on an individual student basis with expectations for positive growth each year.	Due to small sample, data will be analyzed on an individual student basis with expectations for positive growth each year.	Due to small sample, data will be analyzed on an individual student basis with expectations for positive growth each year.
Locally Developed ELA and Math Assessments progress	ELA 10%/ Math 10% proficient or above (2016-2017)	ELA 10% /Math 10% proficient or above	ELA 10%/Math 10% proficient or above	ELA 10%/Math 10% proficient or above

CCSS Training will be offered to staff (in person or on line trainings):	No training completed while district searched for new teacher (2016-2017)	1 minimum/yr.	1 minimum/yr.	1 minimum/yr.
Appropriately Assigned and fully Credentialed Teacher	100% properly assigned and credentialed teachers (2016-2017)	100% properly assigned and credentialed teachers	100% properly assigned and credentialed teachers	100% properly assigned and credentialed teachers
Maintain Facilities: FIT	FIT with score of "good" (2016-2017)	FIT with score of "good" or higher	FIT with score of "good" or higher	FIT with score of "good" or higher

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The maintenance department will continue to complete routine maintenance and repairs to ensure district facilities are kept clean, safe and in good repair.		

BUDGETED EXPENDITURES

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

Action **2**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The district will purchase Common Core/state standard instructional materials and implement course study for all grades in ELA, as needed		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$2000	Amount: \$2000	Amount: \$2000
Source: LCFF S/C	Source: LCFF S/C	Source: LCFF S/C
Budget Reference: Instructional Materials	Budget Reference: Instructional Materials	Budget Reference: Instructional Materials

Action **3**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The district will continue to purchase ELA, math, science, and social studies appropriate supplemental K-8 materials to support teaching state standards		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$1,827	Amount: \$1,500	Amount: \$1,500
Source: LCFF S/C	Source: LCFF S/C	Source: LCFF S/C
Budget Reference: Instructional Materials	Budget Reference: Instructional Materials	Budget Reference: Instructional Materials

Action **4**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The district will provide two classified staff (aide and secretary/aide) to support and provide intervention to students in math and English language arts.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$14,290	Amount: \$21,119	Amount: \$24,349
Source: LCFF S/C	Source: LCFF S/C	Source: LCFF S/C
Budget Reference: Salary & Benefits	Budget Reference: Salary & Benefits	Budget Reference: Salary & 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 checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input 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
All teaching staff will receive training through Tulare County Office of Education in Common Core standards for English language arts and mathematics. Implement these Common Core standards in the classroom instruction.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount a. \$1,750 b. \$690	Amount a. \$1,750 b. \$690	Amount a. \$1,750 b. \$690
Source a. LCFF Base b. LCFF Base	Source a. LCFF Base b. LCFF Base	Source a. LCFF Base b. LCFF Base
Budget Reference a. Travel & Conference (For PD) b. Salary & Benefits (for sub)	Budget Reference a. Travel & Conference (For PD) b. Salary & Benefits (for sub)	Budget Reference a. Travel & Conference (For PD) b. Salary & Benefits (for sub)

New

Modified

Unchanged

Goal 2

Support all students in reaching their academic potential by providing engaging coursework across all core subjects areas- English language arts, math, science, social studies, and physical education. Ensure that all students develop 21st Century learning skills and are academically prepared for high school success and college and career pathways.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

Students will receive a stronger educational program with:

1. Intervention options for students who are below grade level
2. Increase percentage of students scoring proficient or advances in language arts and math from the 2015-2016 SBAC Assessment
3. Every will have access to Common Core aligned instructional materials
4. All students will have access to 21st Century learning skills and technology

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Sufficient core instructional materials measured by annual board resolution of "sufficiency of instructional materials"	100% sufficient instructional materials (2016-2017)	100% sufficient instructional materials	100% sufficient instructional materials	100% sufficient instructional materials
Student growth/proficiency in technology standards (L)	A baseline will be established in 2017/18	Baseline to be established	10% growth	10% growth

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The district will review, purchase and utilize web based apps and/or supplemental programs to support student learning of state standards in core subject areas; for use by students in preparation for state testing.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$2,000	Amount: \$2,000	Amount: \$2,000
Source: LCFF S/C	Source: LCFF S/C	Source: LCFF S/C
Budget Reference: Materials & Supplies	Budget Reference: Materials & Supplies	Budget Reference: Materials & 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 checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The district will contract with Tulare County Office of Education to provide maintenance of iPads, computers, and all school technology		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$6,300	Amount: \$6,300	Amount: \$6,300
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 **3**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input 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
Staff will be trained locally to develop technology mastery standards with a focus on each grade level to best utilize instructional technology to support student learning.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$500	Amount \$500	Amount \$500
Source LCFF S/C	Source LCFF S/C	Source LCFF S/C
Budget Reference Travel & Conference	Budget Reference Travel & Conference	Budget Reference Travel & Conference

Action **4**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input 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
Implement a Balanced Literacy program that reflects and supports the ELA framework and the use of formative assessments to meet the needs of underperforming students		

BUDGETED EXPENDITURES

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

New Modified Unchanged

Goal 3

Create and maintain a positive learning environment that will ensure that all students, parents, and community members are engaged as partners in the achievement of academically successful outcomes for all students. To improve student attendance.

State and/or Local Priorities Addressed by this goal:

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

LOCAL _____

Identified Need

Current ADA does not meet the expectations of the District. Need to improve attendance by reducing absences and improving the physical learning environment. To learn, students need to be at school and on time on a daily basis and be comfortable within the school campus. Parent surveys will help determine future parent involvement opportunities.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance Rate:	(2016-2017) 90.5%	Increase 2%/yr.	Increase 2%/yr.	Increase 2%/yr.
Chronic Absenteeism:	(2016-2017) 8%	reduce 5%/yr.	reduce 5%/yr.	reduce 5%/yr.
Suspension:	0% Suspension Rate (2016-2017)	Maintain less than 10%/yr.	Maintain less than 10%/yr.	Maintain less than 10%/yr.
Expulsion:	0% Expulsions (2016-2017)	Maintain less than 2%/yr	Maintain less than 2%/yr	Maintain less than 2%/yr
Middle School Dropout Rate:	0% dropout rate (2016-2017)	Maintain 0%	Maintain 0%	Maintain 0%
Parent Nights:	2 events were held (2016-2017)	3 events/yr. offered	3 events/yr. offered	3 events/yr. offered
Parent Participation Rate in conferences/events	90% participation at parent events (2016-2017)	95% Participation at parent events	97% Participation at parent events	97% Participation at parent events

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The District will hold parent education nights		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$200	Amount: \$200	Amount: \$200
Source: LCFF S/C	Source: LCFF S/C	Source: LCFF S/C
Budget Reference: Materials & Supplies	Budget Reference: Materials & Supplies	Budget Reference: Materials & Supplies

Action **2**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The District will continue to monitor suspension and expulsion rates to ensure they are less than 10% suspension and 2% expulsion per year (including all subgroups)		

BUDGETED EXPENDITURES

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

Action **3**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide trimester incentives for students with perfect attendance including perfect attendance certificates		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$100	Amount: \$100	Amount: \$100
Source: LCFF S/C	Source: LCFF S/C	Source: LCFF S/C
Budget Reference: Materials & Supplies	Budget Reference: Materials & Supplies	Budget Reference: Materials & Supplies

Action **4**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input 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
Roaming trophies for classes with best attendance by grade level per month		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$100	Amount: \$100	Amount: \$100
Source: LCFF S/C	Source: LCFF S/C	Source: LCFF S/C
Budget Reference: Materials & Supplies	Budget Reference: Materials & Supplies	Budget Reference: Materials & Supplies

Action **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	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
End of year drawing for students with perfect attendance		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$200	Amount: \$200	Amount: \$200
Source: LCFF S/C	Source: LCFF S/C	Source: LCFF S/C
Budget Reference: Materials & Supplies	Budget Reference: Materials & Supplies	Budget Reference: Materials & Supplies

Action **6**

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

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

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input 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
Conduct SARB meetings with parents as needed		

BUDGETED EXPENDITURES

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

New

Modified

Unchanged

Goal 4

Improve/increase enrichment opportunities of students through field trips that are aligned to state standards.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

As a result of surveys of stakeholders, parents, and community focus groups, 75% stated there is a great need for enrichment activities for students that will promote higher level of involvement for students in all content areas. All eligible 5th and 6th grade students will participate in Tulare County SCICON grade level activities each year. Students will participate in field trips to engage and enrich understanding of state standards.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
All Students, including low income and those with exceptional needs, will be offered at least 1 field trip opportunity tied to state curriculum standards on a yearly basis	two field trips offered to each student (2016-2017)	Maintain 1 fieldtrip or more offered to all students	Maintain 1 fieldtrip or more offered to all students	Maintain 1 fieldtrip or more offered to all students

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Students and staff will attend field trips in county to enrich state standards- art, music, history, science, etc.		

BUDGETED EXPENDITURES

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

Action **2**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
All 5th and 6th grade students (who are eligible) will attend TCOE's SCICON events for their grade level		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$160/6 th Grader= \$320	Amount \$160/6 th Grader= \$320	Amount \$160/6 th Grader= \$320
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 **3**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input 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
Out of county field trip will be scheduled for students to attend LA museums, Monterey Bay, California Missions, etc. reflecting grade common core standards. Budget includes admission fees and charter bus transportation.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$2,700	Amount: \$2,700	Amount: \$2,700
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 **4**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input 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
Purchase of science materials for enrichment K-8th science program		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$300	Amount: \$300	Amount: \$300
Source: LCFF S/C	Source: LCFF S/C	Source: LCFF S/C
Budget Reference: Materials & Supplies	Budget Reference: Materials & Supplies	Budget Reference: Materials & Supplies

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 33,337

Percentage to Increase or Improve Services:

13.81 %

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](#)).

The district's Minimum Proportionally Percentage for low income pupils is 13.81%. Increased and improved services include Instructional materials, instructional aides, professional development for staff, technology upgrades, student incentives, parent education, and field trips.

Currently the demographics of the district indicate 100% of the district's students are qualified for free and reduced meals. 0% of the district's students are English Learners. Given the large group of low income students, all district goals are designed to close the achievement gap and meet the needs of these targeted students. By implementing goals and programs to close the achievement gap of these students. At the heart of the district's goals is a personalized learning approach to teaching our entire students district wide. Each student in the district has an individual personalized learning plan based on their individual strengths and needs. By providing these services district wide, we are able to reach and serve the population that generates the funds. Our school operates under school wide Title I programs.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Budget Summary

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

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

(e) "Suspension rate" shall be calculated as follows:

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

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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