LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

<u>Addendum:</u> General instructions & regulatory requirements.

<u>Appendix A</u>: Priorities 5 and 6 Rate Calculations

<u>Appendix B:</u> Guiding Questions: Use as prompts (not limits)

<u>LCFF Evaluation Rubrics</u>: 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	Liberty Elementary School District
Contact Name and Title	Keri Montoya Superintendent/Principal

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2017-20 Plan Summary

THE STORY

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

Our vision is to prepare our students to assume responsibility to plan, design, and build the future by providing a learning environment which is centered on students, directed by teachers, and supported by home and community.   Liberty is a single K-8 school district with an ADA of 556 students. It is a student-oriented school in which all staff and students are focused upon learning and teaching. The school culture is positive and welcoming for students, staff, and parents. Liberty is a safe school where learning processes are not interrupted by outside influences or by out-of-the-ordinary discipline issues. Liberty has a fair discipline policy, which is clearly understood and supported by staff, students, and parents. Student engagement is a crucial component for student success. Liberty's desire is to involve students as active participants in their education. We will achieve this through test chats with students, Project Based Learning, common formative assessments followed by immediate feedback, and cross-curricular activities. We welcome parents in classrooms as volunteers and regularly hold school activities that need parent participation. We are dedicated to student success and as a community we will reach our goals.

LCAP HIGHLIGHTS

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

Goal 1: Improve student achievement for all students in English Language Arts, Science, and Mathematics. Goal 2: Every student, including English Learners (EL), Foster Youth, Low Income, and Special Education will receive instruction aligned to Common Core State Standards delivered by qualified staff.

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

The district is most proud of our English Learner progress on the California English Language Development Test (CELDT), our suspension rate for all students and specifically our English Learners, and our Mathematics scores for all students and specifically our subgroups of socioeconomically disadvantaged, Hispanic, and White subgroups. As indicated on the California Dashboard, our English Learners increased significantly because we had more students increase at least 1 level on the CELDT or were Redesignated Fluent English Proficient (RFEP). Our suspension rates for all students ranked in the green area which indicates a low suspension rate. For our English Learners, they declined significantly in suspension rates putting them in the blue area for very low suspensions. On the Mathematics Indicator for 3rd-8th grade, our change level increased for all students and for the White subgroup. Our district will continue providing intervention and support to our English Learners to continue to move them towards English proficiency. We will also continue to encourage parent involvement within the school and their child's education as well as provide parental resources and support with our Social Worker. The district will also continue to evaluate student data, provide Professional Development and hire qualified staff to better support our students, and continue with intervention programs and our Intervention Resource Class to continue to increase our Mathematics scores.

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

The district did not have any overall performance categories where we scored in the "Red" or "Orange"; however, we will continue to focus on improving our English Language Arts and Mathematics scores for all students by utilizing supplemental Math and ELA programs, providing Professional Development for staff in these areas, and increasing student technology devices.

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

PERFORMANCE GAPS

The district has identified a performance gap for our English Learners in English Language Arts and Mathematics on the California Assessment of Student Performance and Progress (CAASPP) which is reflected on the California School Dashboard. Our English Learners scores declined significantly in both areas. The district will address the ELA and Math gaps of the English Learners on the CAASPP with the purchase of intervention and supplemental Reading and Mathematics programs, staff Professional Development targeting English Learners, and providing more student computer devices for students to practice on.

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.

Please refer to "LCAP highlights and Review of Performance" sections.

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	$5,156,066
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$546,298.00

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

The General Fund Budget Expenditures for 2017-2018 includes certificated and classified salaries, employee benefits, core curriculum materials and supplies, services and operating expenditures, and capital outlay. These expenditures are not included in the LCAP.

$4,734,804	Total Projected LCFF Revenues for LCAP Year

Annual Update   **LCAP Year Reviewed: 2016-17**

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

Goal 1	As a result of input from stakeholders and data analysis we have determined to address the following goal: improve student achievement of all students and subgroups in English Language Arts, Mathematics, and Science (Next Generation Science Standards) to meet the needs of rigorous 21st Century learning skills.

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**
Expected Annual Measurable Outcome (AMO) For all students and all subgroups: 1. Student results of California Assessment of Student Performance and Progress (CAASPP)-SBAC results will show improvement by decreasing 1% in ELA and Math on students who perform at Standard Not Met and Standard Nearly Met based on previous year's ELA and Math percentage of students "Not Met" and "Nearly Met" in both subject areas, 74% and 78% respectively. 2. Hiring process results of hiring 1 Vice Principal, Intervention Resource Class through Tulare County Office of Education, and 1 aide to continue to met the needs of our students and support our staff. 3. Annual Measurable Achievement Objective for English Learners set by the state will be met. Reclassification of English Language Learners will increase by 2% from our current percentage of 0%. 4. 90% of teachers will receive Professional Development on Next Generation Science Standards, Common Core State Standards, and best instructional practices. 5. 100% of students in grades Tk-8 will receive weekly required instruction with new English Language Arts/English Language Development curriculum as measured by positive progress on ELA/ELD benchmark assessments. 6. Purchase an Intervention Reading Program 7. Purchase Supplemental Science Curriculum for grades Kinder-5th grade. 8. 100% of teachers will be appropriately assigned as per the county personnel report.	Actual Annual Measurable Outcome (AMO) For all students and all subgroups: 1. This AMO was met as student results of California Assessment of Student Performance and Progress (CAASPP)-SBAC results showed improvement by decreasing 3% in ELA and 6% in Math on students who performed at Standard Not Met and Standard Nearly Met based on previous year's ELA and Math percentage of students "Not Met" and "Nearly Met" in both subject areas. 2. A Vice Principal started the school year, but was not retained due to unforeseen circumstances. The district continued with the Intervention Resource Class through Tulare County Office of Education and hired 1 aide to continue to meet the needs of our students and support our staff. 3. The district did not meet the AMO of reclassifying 2% of English Language Learners because the district was not able to reclassify any English Learner students this school year per the reclassification criteria in the Board Policy on Reclassification of English Learners. 4. The district met this AMO as 90% of teachers received Professional Development on Next Generation Science Standards, Common Core State Standards, and best instructional practices. 5. The district purchased new ELA/ELD curriculum and met the AMO with 100% of students in grades Tk-8 receiving weekly required instruction with new English Language Arts/English Language Development curriculum as measured by positive progress on local ELA/ELD benchmark assessments. 6. The district purchased Reading Plus as an Intervention Reading Program for our struggling students. 7. The district purchased Supplemental Science Curriculum (STEMscopes) for grades Tk-8th grade.

9. 100% of students will have access to standards aligned instructional materials.
10. Currently 91% of K-2nd grade students have met their ROLA benchmark score. The district would like to increase this percentage by 2%.

8. The district met the AMO of teachers appropriately assigned as per the county personnel report with 100%.
9. The district met the AMO of students having access to standards aligned instructional materials with 100%.
10. The district did not meet the AMO of K-2nd grade students meeting their 3rd trimester on grade level ROLA benchmark score because there was an 8% decline for students in K-2nd grades.

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	ACTUAL
To increase academic achievement a highly qualified staff must be hired, retained, and appropriately assigned.	Highly qualified staff was hired, retained, and appropriately assigned to increase academic achievement.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Professional Development 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C $12,000	Professional Development 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C $12,392

Action 2

Actions/Services

PLANNED	ACTUAL
Hire 1 classified Instructional Aide to help support student instruction with low income and English Learner students.	Hired a Classified Instructional Aide to help support student instruction with low income and English Learner students.

Expenditures

BUDGETED	ESTIMATED ACTUAL
1 Classified Aide 2000-2999: Classified Personnel Salaries LCFF S/C $22,500	1 Classified Aide 2000-2999: Classified Personnel Salaries LCFF S/C $21,161

Action 3

Actions/Services

PLANNED	ACTUAL
Purchase ROLA materials, Reading Mastery, and utilize the Intervention Reading Program to increase reading proficiency for all students including low income, English Learner students, and Foster Youth.	Purchased ROLA materials, Reading Mastery, and utilized the Intervention Reading Program to increase reading proficiency for all students including low income, English Learner students, and Foster Youth.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Reading Plus Program 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C $11,850	Reading Plus Program 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C $11,850

Lit Conn ROLA Kit 4000-4999: Books And Supplies LCFF S/C $4,440 | Lit Conn ROLA Kit 4000-4999: Books And Supplies LCFF S/C $1,758

Action **4**

Actions/Services

PLANNED	ACTUAL
Staffing for the Intervention Resource Class through the Tulare County Office of Education to support increased academic achievement for low income, English Learners, foster youth, and special education students.	Contracted with TCOE to house an Intervention Resource Class to support increased academic achievement for low income, English Learners, foster youth, and special education students.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Intervention Resource Class 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C $84,080	Intervention Resource Class 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C $84,080

Action **5**

Actions/Services

PLANNED	ACTUAL
Purchase new ELA/ELD Curriculum and training in which all students will have access to.	Purchased new ELA/ELD Curriculum and provided staff training on new curriculum in which all students have access to.

Expenditures

BUDGETED	ESTIMATED ACTUAL
English Language Arts/English Language Development Curriculum 4000-4999: Books And Supplies LCFF S/C $16,000	English Language Arts/English Language Development Curriculum 4000-4999: Books And Supplies LCFF S/C $100,945

Action **6**

Actions/Services

PLANNED	ACTUAL
Purchase Supplemental Science Curriculum for grades K-5th grade to support student achievement in Next Generation Science Standards (NGSS).	Purchased Supplemental Science Curriculum for grades TK-8th grade to support student achievement in Next Generation Science Standards (NGSS).

Expenditures

BUDGETED	ESTIMATED ACTUAL
NGSS supplemental Science Curriculum 4000-4999: Books And Supplies LCFF S/C $16,000	NGSS supplemental Science Curriculum 4000-4999: Books And Supplies LCFF S/C $31,600
Lego Robotics 4000-4999: Books And Supplies LCFF S/C $15,000	Lego Robotics 4000-4999: Books And Supplies LCFF S/C $0

Action **7**

Actions/Services

PLANNED	ACTUAL
Hire a Vice Principal to support certificated teachers with instructional strategies, EL support, and parent engagement.	The district hired a Vice Principal this school year, but due to unforeseen circumstances did not retain the Vice Principal.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Vice Principal 1000-1999: Certificated Personnel Salaries LCFF S/C $110,516	Vice Principal 1000-1999: Certificated Personnel Salaries LCFF S/C $6,023

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 district fully implemented the actions and services for Goal 1. The district hired a Vice Principal this school year, but due to unforeseen circumstances did not retain the Vice Principal.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Even though the district did a great job of implementing the actions and services and had effective results for improving student achievement of all students and subgroups in English Language Arts, Mathematics, and Science (Next Generation Science Standards) to meet the needs of rigorous 21st Century learning skills, it was not able to reclassify English Learners because of declining CAASPP scores for the EL subgroup.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The difference between the Budgeted Expenditures and the Actual Expenditures for Goal 1 is the money budgeted for the Vice Principal was used for the increased cost in purchasing the ELA/ELD curriculum, the NGSS supplemental material, and the Lego Robotics material.
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.	Based on the California Dashboard results for Liberty, the district will focus its Professional Development on Reading and will implement a supplemental math program to strengthen the foundational math skills of all students, specifically the EL subgroup, to increase student performance on the ELA and Math portion of the CAASPP assessment. Goals 2 and 5 were combined with Goal 1 because they were very similar and the actions and budget were already included in Goal 1. Language was expanded in Goal 1 to include English Learners, Foster Youth, and Low Income students.

Annual Update   **LCAP Year Reviewed: 2016-17**

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

Goal 2	As a result of input from stakeholders and data analysis we have determined to address the following goal: Every student, including English Learners, Foster Youth, Low Income, and Special Education will receive rigorous, research based instruction aligned to Common Core State Standards and the Next Generation Science Standards delivered by highly qualified personnel.

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**
Expected Annual Measureable Outcome For all students and sub groups: 1. 90% of the classrooms will receive supplemental materials and programs aligned to the Common Core State Standards and the Next Generation Science Standards. 2. 90% of the teaching staff will receive professional development in Common Core State Standards (specifically English Language Arts/English Language Development) and Next Generation Science Standards to be implemented in classrooms.	Actual Annual Measureable Outcome For all students and sub groups: 1. The district met the AMO with 100% because all classrooms received supplemental materials and programs aligned to the Common Core State Standards and the Next Generation Science Standards. 2. The district met the AMO as 100% of the teaching staff received professional development in Common Core State Standards (specifically English Language Arts/English Language Development) and Next Generation Science Standards which was implemented in classrooms.

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 Implement Common Core State Standards and Next Generation Science Standards and offer a rigorous broad	ACTUAL Implemented Common Core State Standards and Next Generation Science Standards and offered a rigorous broad

	course of study by purchasing curriculum, supplemental materials, and supplies.	course of study by purchasing curriculum, supplemental materials, and supplies.
Expenditures	BUDGETED Supplemental Materials and Supplies (Lego Robotics, NGSS curriculum, Reading Program, etc.) Allocated in Goal 1	ESTIMATED ACTUAL Supplemental Materials and Supplies (Lego Robotics, NGSS curriculum, Reading Program, etc.) Allocated in Goal 1

Action **2**

Actions/Services	PLANNED In order to implement Common Core State Standards and the Next Generation Science Standards to meet the needs of targeted students, staff needs professional learning opportunities to develop new instructional strategies.	ACTUAL Staff received professional learning opportunities and developed new instructional strategies.
Expenditures	BUDGETED Professional Development Allocated in Goal 1	ESTIMATED ACTUAL Professional Development Allocated in 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.	The district fully implemented the actions and services for Goal 2. All actions and services exceeded the goal percentage set by the district.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions and services performed under this goal were effective except for the EL subgroup had a significant decline on their CAASPP scores in Math and ELA.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There was no difference in budgeted expenditures and actual expenditures for professional development. There was an increased cost for the ELA/ELD curriculum, NGSS supplemental material, and the Lego Robotics material which was supplemented by the money budgeted for a Vice Principal which the district did not implement.

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.

Based on the California Dashboard results for Liberty, the district will focus and increase its expenditure for Professional Development on Reading to strengthen the foundational reading skills of all students, specifically the EL subgroup, to increase student performance on the ELA portion of the CAASPP assessment. Due to the implementation of the new California Science Test (CAST) as a Pilot in 2016-17, no student test results will be available to review in order to evaluate the effectiveness of the supplemental science material so the District will continue with the supplemental program until it can evaluate its effectiveness. Goals 2 and 5 were combined with Goal 1 because they were very similar and the actions and budget were already included in Goal 1. Language was expanded in Goal 1 to include English Learners, Foster Youth, and Low Income students.

[Annual Update]{.underline}   **LCAP Year Reviewed: 2016-17**

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

Goal 3	As a result of input from stakeholders and data analysis we have determined to address the following goal: The district will reduce truancy rates, increase student attendance based off the previous year's P2 attendance percentage for students in grades Kindergarten through 8th grade, increase student engagement, and provide a safe and healthy environment which will allow students to engage, learn, and reach their full potential.

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]{.underline}

EXPECTED	ACTUAL
Expected Annual Measureable Outcome For all students and sub groups: 1. Increase attendance rates by .5% from our current P2 attendance rate of 97%, reduce chronic absenteeism by .5% from the current 2% rate, and maintain 0% middle school drop out rate. 2. Retain Music Teacher 3. Rewards for attendance on a monthly and trimester bases for all students including EL, Foster Youth, Low Income, and Special Education. 4. Student Information System and Data and Assessment Program-PowerSchool, Illuminate and school App-Parent Link 5. Decrease ratio of students to computers in the classroom to increase student engagement. 6. Hire a part-time computer technician to ensure technology is running efficiently for student and teacher usage. 7. Increase Nursing and Psychologist time on campus. 8. Intervention Resource Class will support students with behavioral issues to reduce suspension rates by .1% from our current suspension percentage of .6%. 9. College and Career Readiness program for 6th-8th grades 10. District will maintain a 100% rating on the FIT survey.	Actual Annual Measureable Outcome For all students and sub groups: 1. The district did not meet the AMO of increasing attendance rates by .5% from the current P2 attendance rate of 97% because the 2016-2017 P2 attendance rate was 97.43%. The district did reduce chronic absenteeism by 1% from the 2% rate in 2015-2016 and maintained the 0% middle school drop out rate. 2. The district met the AMO because it retained the Music Teacher. 3. The district met the AMO because it provided rewards for attendance on a monthly and trimester bases for all students including EL, Foster Youth, Low Income, and Special Education. 4. The district met this AMO because it renewed the Student Information System, Power School, and School App, Blackboard contracts, and purchased the Data and Assessment Program, Illuminate. 5. The district met the AMO because it decreased the ratio of students to computers from 3:1 to 2:1 in the classroom to increase student engagement. 6. The district met the AMO because it hired a part-time computer technician and ensured technology was running efficiently for student and teacher usage. 7. The district met the AMO because it increased Nursing Days from 8 to 15 and the Psychologist time from 6 days a month to 8 days a month on campus. 8. The district met the AMO because it funded the Intervention Resource Class which supported students with behavioral issues and reduced suspension rates by .1% from the 2015-16 suspension percentage of .6%. 9. The district met the AMO because it purchased a College and Career Readiness program, Naviance, for 6th-8th grades. 10. The district met the AMO because it maintained a 100% rating on the FIT survey.

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	ACTUAL
Rewards for attendance on a monthly/trimester basis for all students.	Rewarded students on a monthly and trimester basis for good attendance.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Engagement Activities 4000-4999: Books And Supplies LCFF S/C $3,000	Engagement Activities 4000-4999: Books And Supplies LCFF S/C $2,529

Action 2

Actions/Services

PLANNED	ACTUAL
Provide opportunities for student and parental engagement through the school app, data and assessment program, and the student information system.	Provided opportunities for student and parental engagement through the school app, data and assessment program, and the student information system.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Parent Link School App 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C $2,500	Parent Link School App 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C $2,756
Power School Student Information System 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C $9,897	Power School Student Information System 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C $8,842
Illuminate Data and Assessment Program 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C $10,875	Illuminate Data and Assessment Program 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C $11,375

Action 3

Actions/Services

PLANNED	ACTUAL
To increase student engagement a part-time music teacher must be retained to continue our music program. Music supplies need to continue to be purchased to support the music program.	A part-time music teacher was retained which increased student engagement and retained the music program. Music supplies were purchased to support the music program.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Music Teacher 1000-1999: Certificated Personnel Salaries LCFF S/C $27,000	Music Teacher 1000-1999: Certificated Personnel Salaries LCFF S/C $26,628
Music Supplies 4000-4999: Books And Supplies LCFF S/C $3,000	Music Supplies 4000-4999: Books And Supplies LCFF S/C $3,808

Action 4

	PLANNED	ACTUAL
Actions/Services	To increase student engagement with technology, a part-time computer technician must be hired and retained. Also purchase of chrome book laptops, I-pads, Activ Panels, and document cameras must be purchased to reduce the student to device ratio.	A part-time computer technician was hired and retained which increased student engagement with technology. Chrome book laptops, I-pads, Activ Panels, and document cameras were purchased which reduced the student to device ratio.
	BUDGETED	**ESTIMATED ACTUAL**
Expenditures	Computer Technician 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C $25,760	Computer Technician 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C $26,460
	Chrome Book Laptops 4000-4999: Books And Supplies LCFF S/C $68,026	Chrome Book Laptops 4000-4999: Books And Supplies LCFF S/C $108,710
	Activ Panels 4000-4999: Books And Supplies LCFF S/C $9,000	Activ Panels 4000-4999: Books And Supplies LCFF S/C $12,223
	Document Cameras 4000-4999: Books And Supplies LCFF S/C $1,125	Document Cameras 4000-4999: Books And Supplies LCFF S/C $1,234

Action 5

	PLANNED	ACTUAL
Actions/Services	Contract with Tulare County Office of Education to house an Intervention Resource Class to reduce suspension rates by .1%.	Contracted with Tulare County Office of Education and housed an Intervention Resource Class which reduced suspension rates by .1%.
	BUDGETED	**ESTIMATED ACTUAL**
Expenditures	Intervention Resource Class (Allocated in Goal 1)	Intervention Resource Class (Allocated in Goal 1)

Action 6

	PLANNED	ACTUAL
Actions/Services	Increase the number of days for Nursing Services to 15 days in order to provide a safe environment for our students.	Increased the number of days for Nursing Services from 8 to 15 days which provided a safe environment for our students.
	BUDGETED	**ESTIMATED ACTUAL**
Expenditures	Tulare County Office of Education Special Services-Nursing 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C $12,300	Tulare County Office of Education Special Services-Nursing 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C $12,444

Action 7

	PLANNED	ACTUAL
Actions/Services	Increase the number of days for Psychologist Services to 2 days more a month in order to better meet the needs of our low income, English Learners, foster youth, and special education students.	Increased the number of days for Psychologist Services by 2 days more a month to better meet the needs of our low income, English Learners, foster youth, and special education students.

Expenditures	**BUDGETED** Tulare County Office of Education Special Services-Psychologist 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C $14,860	**ESTIMATED ACTUAL** Tulare County Office of Education Special Services-Psychologist 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C $16,680

Action 8

Actions/Services	**PLANNED** Increase student engagement for upper grades by implementing Naviance, a college and career readiness program.	**ACTUAL** Increased student engagement for upper grade students with the implementation of Naviance, a college and career readiness program.
Expenditures	**BUDGETED** Naviance College and Career Readiness program 4000-4999: Books And Supplies LCFF S/C $7,800	**ESTIMATED ACTUAL** Naviance College and Career Readiness program 4000-4999: Books And Supplies LCFF S/C $7,780

Action 9

Actions/Services	**PLANNED** HVAC Inspection will be done to meet one of the requirements on the FIT survey.	**ACTUAL** HVAC Inspection was done and met one of the requirements on the FIT survey.
Expenditures	**BUDGETED** HVAC Inspection 5000-5999: Services And Other Operating Expenditures LCFF S/C $2,916	**ESTIMATED ACTUAL** HVAC Inspection 5000-5999: Services And Other Operating Expenditures LCFF S/C $2,916

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 district fully implemented all the actions and services of Goal 3 which reduced truancy rates, increased student attendance, increased student engagement, and provided a safe and healthy environment. The district will continue with these actions and services as there was a positive effect on student engagement and school climate.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions and services were very effective in accomplishing this goal. Chronic absenteeism was reduced by 1% which exceeded the goal of .5%. The district did not meet the goal of increasing the attendance rate by .5%, but came within .07% of reaching it as the district's P2 percentage for 2016-17 was 97.43%. The actions and services used did help the district increase attendance by .43%. The district will continue with the actions and services for next year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The difference between the Budgeted Expenditures and the Actual Expenditures for Goal 3 is the increased cost for student technology devices. This increased cost was covered by the increase of LCAP funds based on the increase in the district's ADA.

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

The district does not plan on changing any of the actions and services and will continue to evaluate and increase the effectiveness of these actions and services. Goals 3 and 4 were combined because they were very similar and the actions and budget were already included in Goal 3. Both of these goals revolved around parental involvement.

Annual Update   LCAP Year Reviewed: 2016-17

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

Goal 4	As a result of input from stakeholders and data analysis we have determined to address the following goal: increase parental involvement in the education of their students.

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
Expected Annual Measureable Outcome For all students and sub groups: 1. Increase parent participation on parent survey based on previous year's returned survey results of 22%. 2. Track and increase usage of Parent Link school app, Illuminate Data and Assessment Program, and School Information System-Power School. 3. Hire additional administrative staff to make home visits, phone calls, provide professional development to parents on academic and attendance issues. 4. Increase parent communication with a school marquee. 5. District will maintain 100% attendance on parent meetings of students on an Individualized Educational Plan (IEP).	Actual Annual Measureable Outcome For all students and sub groups: 1. The district did not meet this AMO because parent participation on the parent survey decreased from 22% in the previous year to 14% this school year. 2. The district met this AMO because it increased parent usage of the Parent Link school app and School Information System-Power School from 4.22% to 6.04% on mobile app and from 0% to 18.3% on the web portal of Power School. 3. The district met this AMO because it hired additional administrative staff and made home visits, phone calls, and provided professional development to parents on academic and attendance issues. 4. The district did not meet this AMO because due to future site building plans, a marquee location could not be secured and finalized and therefore, the district did not purchase a school marquee . 5. The district met this AMO because it maintained 100% attendance on parent meetings of students on an Individualized Educational Plan (IEP).

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
To increase parental involvement an additional administrative support person will make home visits, phone calls, and provide professional development to parents on academic and attendance issues.

ACTUAL
Parental involvement was increased with an additional administrative support person who made home visits, phone calls, and provided professional development to parents on academic and attendance issues.

Expenditures

BUDGETED
Social Worker   5800: Professional/Consulting Services And Operating Expenditures LCFF S/C $ 14,900

ESTIMATED ACTUAL
Social Worker   5800: Professional/Consulting Services And Operating Expenditures LCFF S/C $12,940

Action 2

Actions/Services

PLANNED
Provide opportunities for student and parent input and communication through surveys, school app, data and assessment program, a marquee, and the student information system.

ACTUAL
Provided opportunities for student and parent input and communication through surveys, school app, data and assessment program, and the student information system.

Expenditures

BUDGETED
Parent Link School App   Allocated in Goal 3

Power School Student Information System Allocated in Goal 3

Illuminate Data and Assessment Program Allocated in Goal 3

School Marquee 5900: Communications LCFF S/C $17,000

ESTIMATED ACTUAL
Parent Link School App   Allocated in Goal 3

Power School Student Information System Allocated in Goal 3

Illuminate Data and Assessment Program Allocated in Goal 3

The district did not purchase a school marquee. $0

Action 3

Actions/Services

PLANNED
Transportation will be provided, if needed, to parents in order to attend their child's Individualized Educational Plan (IEP) meeting.

ACTUAL
Transportation was not needed this year for parents to attend their child's Individualized Educational Plan (IEP) meeting.

Expenditures

BUDGETED
Staff Mileage Reimbursement 5000-5999: Services And Other Operating Expenditures LCFF S/C $300

ESTIMATED ACTUAL
$0

Action 4

Actions/Services

PLANNED
To increase parental involvement, the Vice Principal will also help increase parental involvement through extended learning activities such as Family Movie Night, Reading Night, Science Day, and Math Night.

ACTUAL
The district hired a Vice Principal this school year, but due to unforeseen circumstances did not retain the Vice Principal.

Expenditures	BUDGETED Vice Principal (Allocated in Goal 1)	ESTIMATED ACTUAL Vice Principal (Allocated in 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.	Overall, the district met this goal of increasing parental involvement in the education of their student. The district did not hire a Vice Principal this year, but the Social Worker was effective in making home visits and working with parents to become more involved in their child's education.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The hiring of a Social Worker to make home visits and monitor attendance was very effective in reducing truancies and providing resources to parents. Parents usage on the app and student information system increased. The district did not purchase a school marquee because it is planning on building more classrooms and buildings and will wait until construction is complete. Transportation was not needed for parents to attend their child's IEP meeting, but the district will continue to plan for this service. The district did not meet the measurable outcome of increasing parent participation on the parent survey due to an 8% decline so the district will evaluate the process and date of distribution of the survey to help increase participation next year.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	For this goal, the district did not incur the cost of the marquee, the Vice Principal (discussed in Goal 1), or the IEP transportation. These funds were redirected towards purchasing more chrome books and ELA/ELD curriculum for students.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	The district will continue to provide these actions and services as there was positive progress made on increasing parental involvement in school. A Vice Principal will be hired to continue to increase parental involvement and the process of increasing parent participation on the surveys will be reviewed. Goals 3 and 4 were combined because they were very similar and the actions and budget were already included in Goal 3. Both of these goals revolved around parental involvement.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 5	As a result of input from stakeholders and data analysis we have determined to address the following goal: It is necessary to improve the rate at which our English Learners are acquiring the English Language as we transition to the more rigorous English Language Development 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
Expected Annual Measureable Outcome For all students and sub groups 1. Increase the percent of English Learner Students who make progress towards English Proficiency by 3% from our current percentage of 69%. Currently, the District has 57 EL students. 2. 90% of teachers will receive professional development on English Language Development Standards and instructional strategies.	Actual Annual Measureable Outcome For all students and sub groups 1. The district met this AMO because it increased the percent of English Learner Students who made progress towards English Proficiency by 3% from the current percentage of 69%.The District had 64 EL students in 2016-17. 2. The district did not meet the AMO of 90% of teachers receiving professional development on English Language Development Standards and instructional strategies because this training was integrated with the ELA/ELD curriculum training and did not specifically focus on ELD standards and strategies.

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	ACTUAL
Teachers will receive professional development with a Tulare County Office of Education Consultant on English Language	Teachers received professional development with a Tulare County Office of Education Consultant on English Language

Development Standards with correlation to the Common Core State Standards, the new English Language Proficiency Assessment for California (ELPAC), and instructional strategies to better support our EL students.	Arts Standards with correlation to the Common Core State Standards focusing on Reading and did not receive specific training on the new English Language Proficiency Assessment for California (ELPAC) or English Language Development Standards.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	Professional Development Allocated in Goal 1 ELA/ELD Curriculum and training Allocated in Goal 1	Professional Development Allocated in Goal 1 ELA/ELD Curriculum and training Allocated in Goal 1

Action **2**

	PLANNED	ACTUAL
Actions/Services	Implementation of an Intervention Resource Class and an intervention program will give English Learners the small group instruction needed to improve language acquisition.	The Intervention Resource Class and the intervention program gave English Learners the small group instruction needed to improve language acquisition.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	Intervention Resource Class Allocated in Goal 1 Intervention Reading Program Allocated in Goal 1	Intervention Resource Class Allocated in Goal 1 Intervention Reading Program Allocated in 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.	Overall, the district will need to focus on the English Language Development professional development training. The district did provide professional development on ELA/ELD curriculum and how to incorporate strategies for English Learners, but it was not done with a Tulare County Office of Education Consultant.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions and services for this goal were effective to some degree with regard to the Intervention Resource Class and providing some ELD training, but will need to be a continued area of focus. The district will provide specific ELD training for teachers to help improve the state testing scores in ELA and Math for the EL subgroup.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The funds for this goal were allocated in goal 1.

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

The district needs to focus on the EL subgroup as they are the subgroup performing in the Red category on the ELA and Math portions of the CAASPP according to the California School Dashboard. The district did not provide training on the new English Language Proficiency Assessment for California because the state delayed this assessment until the Spring of 2018. The district will have teachers who administer this assessment trained before it is given to students. The district will also provide specific training on ELD standards and strategies. Goals 2 and 5 were combined with Goal 1 because they were very similar and the actions and budget were already included in Goal 1. Language was expanded in Goal 1 to include English Learners, Foster Youth, and Low Income students.

<u>Stakeholder Engagement</u>

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?

Our Liberty staff continues to work effectively toward a community of excellence.   The Superintendent/Principal developed materials for presentations to stakeholders that contained a description and explanation of the Local Control Funding Formula (LCFF) and the Local Control Accountability Plan (LCAP) process. The timely process we used to involve and develop our stakeholders in the development of the LCAP includes meetings throughout the months of October through May that consisted of administration training, meetings held with certificated teacher, the Liberty CTA/NEA, support staff, classified instructional aides, parents involved in the English Language Advisory Committee, School Site Council, Liberty Parent Teacher Club, and the District Board Members. Administration also met with students, other staff members, and board members.

In these meetings, the administration explained the new funding process of the Local Control Funding Formula (LCFF) as well as how the Local Control Accountability Plan (LCAP) is directly tied to the LCFF. The administration expressed the importance of having stakeholders involved in the process of developing, reviewing, and implementing the LCAP. Stakeholders decided to consolidate the goals from 5 goals in 2016-17 to 2 goals in 2017-18. Stakeholders saw redundant information and actions within the plan and wanted a more clear and concise plan. A survey was given to the above mentioned groups in February of 2017 to start the engagement process of the LCAP. In order for the above groups to resourcefully participate in the survey, student, school, and district data was presented over a 3 year period in regards to attendance rates, academic performance index as determined by district assessments, discipline rates, and results of the California English Language Development Test (CELDT). In these meetings the following information was also shared to inform the LCAP goal setting with the stakeholders:

- School Accountability Report Card (SARC)
- Single Plan for Student Achievement (SPSA)
- Local Benchmarks
- CELDT Scores
- California Assessment of Student Performance and Progress 2015-2016 results

The LCAP survey addressed the state priorities required in the LCAP. The stakeholders addressed the high priorities that Liberty Elementary needs to focus and improve upon. If there are public comments made in regards to the current Local Control Accountability Plan, the Superintendent will address those comments in writing.

The district continues to increase efforts to reach out to stakeholders, especially parents. With three years of the Local Control Accountability Plan (LCAP) completed, the administration was able to share more complete data with stakeholders which allowed a greater opportunity for stakeholders to be involved with the input process. Metrics and their targets were clearly identified and shared with each stakeholder group. Meetings were held on the following dates:
Liberty Teachers Association: 11/7/16, 12/7/16, 1/11/17, 1/18/17, 2/1/17, 2/15/17, 3/1/17, 3/15/17, 4/19/17, 5/3/17
Liberty Aide Meetings: 11/28/16, 1/24/17, 2/27/17, 3/27/17
School Site Council/English Language Advisory Committee: 11/7/16, 1/9/17, 3/6/17, 5/1/17
Board Meetings: 12/13/16, 1/10/17, 2/7/17, 3/14/17, 4/4/17, 5/9/17, 6/13/17, 6/22/17

IMPACT ON LCAP AND ANNUAL UPDATE

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

As a result of including the stakeholders in the development of the LCAP, we have decided to focus on the high priorities of increasing student achievement and engagement, increase parental involvement and participation, implementing California Common Core State Standards, and ensuring access to core subjects. Based on this information, Liberty Elementary's goals for school improvement will focus on these areas of need. We have taken the guidance of stakeholders as a determination to address the needs of our students.

Due to the overlapping actions, goals were consolidated, however the intent of the district remains the same. Administration met and will continue to meet with the following stakeholders to ensure continued engagement in the LCAP process and address how students needs were met or will be met:

- English Language Advisory Committee (ELAC)
- Foster Youth (through Tulare County Office of Education appointed Social Worker)
- Migrant Parents
- Title I Parents

The administration predicts that the involvement of stakeholders in this process will have a positive effect on student outcomes.

Input from stakeholders focused on ways to increase student engagement and student achievement, ideas for better implementation of the Common Core State Standards and access to core subjects, and ways to increase parental involvement. The new efforts of the district to meet the goals above are reflected in the new initiatives listed in the plan and include hiring a Vice Principal, purchasing supplemental Science and Math programs, increasing Tulare County Office of Education Psychological services, increasing technology devices, and professional development for English Language Development.The district's continued efforts include the Intervention Resource Class, designated English Learner time, professional development for teachers, purchase of reading intervention and supplemental programs, purchase of a College and Career Readiness program for Middle School students, part-time Music teacher, attendance rewards, student information system, data and assessment program, school app, and a social worker on campus.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☒ Modified	☐ Unchanged

Goal 1	Improve student achievement of all students, including low income, special needs, English Learners, and foster youth students, in all core subject areas, to meet the needs of rigorous 21st Century learning skills through high quality instruction aligned to California State Standards and delivered by qualified and appropriately assigned staff.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Previous year's California Assessment on Student Performance and Progress (CAASPP) for ELA and Math indicate low performance by all students and subgroups. In 2015-16, 71% of our 3rd-8th grade students scored at "Standard Not Met" or "Standard Nearly Met" for the English Language Arts portion of the CAASPP. 72% of our 3rd-8th grade students scored at "Standard Not Met" or "Standard Nearly Met" for the Mathematics portion of the CAASPP. Previous year's data of 0% reclassification of English Learners indicates English Learners are not acquiring the English Language at a rate necessary to successfully meet the needs of 21st Century learning skills. There are no Needs or Metrics for A-G, CTE, AP Exams, EAP, High School dropout, or graduation, because we are a K-8 single school district.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student results of California Assessment of Student Performance and Progress (CAASPP)-SBAC results will show improvement in ELA and Math by reducing the points below level 3 for ELA and Math on the CA School Dashboard.	Based on the CA School Dashboard, students scored 43.7 points in ELA below level 3 and 53.9 points in Math below level 3.	Reduce points in ELA and Math from Level 3 by 5 points.	Reduce points in ELA and Math from Level 3 by 5 points.	Reduce points in ELA and Math from Level 3 by 5 points.
All students will receive CA standards aligned materials in ELA, Math, and Science, including unduplicated pupils and students with exceptional/special needs.	96% of the classrooms received CA standards aligned materials in ELA, Math, and Science.	Increase to 100%	Maintain 100%	Maintain 100%

Annual Measurable Achievement Objective for English Learners set by the state will be met and reclassification of English Language Learners will increase.	0% of EL students reclassified in 2016-2017.	Increase .5% based off previous year's reclassification percentage.	Increase .5% based off previous year's reclassification percentage.	Increase .5% based off previous year's reclassification percentage.
All teachers will receive Professional Development on best instructional practices to better implement CA state standards and support English Learners in their academic achievement.	92% of teachers received Professional Development in 2016-17.	Increase to 100%	Maintain 100%	Maintain 100%
New teachers who have completed their credential program will receive training through the Teacher Induction Program (TIP) through Tulare County Office of Education.	80% of new teachers completed year 1 of the 2 year program	Increase percentage by 2% from previous year.	Increase percentage by 2% from previous year.	Increase percentage by 2% from previous year.
The district will increase the percent of English Learner students making progress towards English Proficiency.	CA Dashboard reports the district had 75.6% of students increase at least 1 level towards English Proficiency.	Based on the previous year's CA School Dashboard data, increase .5% towards English Proficiency.	Based on the previous year's CA School Dashboard data, increase .5% towards English Proficiency.	Based on the previous year's CA School Dashboard data, increase .5% towards English Proficiency.
Improve student achievement of all students and subgroups on the CAST, including unduplicated pupils through the use of new science curriculum.	Pilot year for CAST, data will be provided when available.	Receive a base score on the CAST and re-order Supplemental Science Curriculum for all students.	Increase percentage of students performing on grade level on the CAST based on previous year's scores and re-order Supplemental Science Curriculum for all students.	Increase percentage of students performing on grade level on the CAST based on previous year's scores and re-order Supplemental Science Curriculum for all students.
Appropriately assign teachers as per the county personnel report.	100% of teachers were appropriately assigned as per the county personnel report in 2016-17.	Maintain 100%	Maintain 100%	Maintain 100%

Increase students reading fluency and comprehension in grades K-3rd.	82% of students were on grade level in reading in 2016-17.	Increase this percentage by 1.5% based off previous year's percentage.	Increase this percentage by 2% based off previous year's percentage.	Increase this percentage by 2.5% based off previous year's percentage.

PLANNED ACTIONS / SERVICES

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

Action   **1**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Through professional development, a highly qualified staff will be hired, retained, and appropriately assigned to increase academic achievement .		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount $35,000	Amount $40,000	Amount $45,000

Source	LCFF S/C	Source	LCFF S/C	Source	LCFF S/C
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional Development	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional Development	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional Development

Action 2

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

Students to be Served

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

Location(s)

☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☒ English Learners   ☒ Foster Youth   ☒ Low Income

Scope of Services

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

Location(s)

☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Employ a Classified Instructional Aide to help support student instruction with English Learner, low income, and Foster Youth students.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$25,500	Amount	$30,000	Amount	$30,000
Source	LCFF S/C	Source	LCFF S/C	Source	LCFF S/C

Budget Reference	2000-2999: Classified Personnel Salaries 1 Classified Instructional Aide	Budget Reference	2000-2999: Classified Personnel Salaries 1 Classified Instructional Aide	Budget Reference	2000-2999: Classified Personnel Salaries 1 Classified Instructional Aide

Action   3

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

Students to be Served

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

Location(s)

☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☒ English Learners   ☒ Foster Youth   ☒ Low Income

Scope of Services

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

Location(s)

☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Purchase intervention reading programs to increase reading proficiency for all students including low income, English Learner students, and Foster Youth.		

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$36,127	Amount	$30,000	Amount	$35,000
Source	LCFF S/C	Source	LCFF S/C	Source	LCFF S/C

Budget Reference	4000-4999: Books And Supplies Reading Intervention Programs	Budget Reference	4000-4999: Books And Supplies Reading Intervention Programs	Budget Reference	4000-4999: Books And Supplies Reading Intervention Programs

Action   4

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

Students to be Served

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

Location(s)

☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☒ English Learners   ☒ Foster Youth   ☒ Low Income

Scope of Services

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

Location(s)

☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Teacher Induction Program (TIP) and Support Providers for new teachers in order to maintain highly qualified staff.		

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$15,000	Amount	$9,000	Amount	$9,000
Source	LCFF S/C	Source	LCFF S/C	Source	LCFF S/C
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

Certificated Teachers enrolled in TIP	Certificated Teachers enrolled in TIP	Certificated Teachers enrolled in TIP

Action 5

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

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

Location(s) ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served ☒ English Learners ☒ Foster Youth ☒ Low Income

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

Location(s) ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Re-order Supplemental Science Curriculum for grades Tk-8th grade to continue supporting NGSS.		

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$28,208	Amount	$30,000	Amount	$35,000
Source	LCFF S/C	Source	LCFF S/C	Source	LCFF S/C
Budget Reference	4000-4999: Books And Supplies NGSS supplemental Science Curriculum	Budget Reference	4000-4999: Books And Supplies NGSS supplemental Science Curriculum	Budget Reference	4000-4999: Books And Supplies NGSS supplemental Science Curriculum

Action **6**

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

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

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

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

Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Purchase IXL, a supplemental Math program, for grades Tk-8th grade to continue to close students' achievement gap in Common Core Math.		

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$12,168	Amount	$15,000	Amount	$17,000
Source	LCFF S/C	Source	LCFF S/C	Source	LCFF S/C
Budget Reference	4000-4999: Books And Supplies Supplemental Math Program	Budget Reference	4000-4999: Books And Supplies Supplemental Math Program	Budget Reference	4000-4999: Books And Supplies Supplemental Math Program

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 2	The district will increase student engagement and parental involvement and provide a safe and healthy environment which will allow students to engage, learn, and reach their full potential.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

In order to increase student engagement, the district will continue the Music program, offer positive attendance incentives, increase student technology devices to decrease the ratio of devices to students, increase nursing and psychologist time, and offer a college and career readiness program for upper grade students. The district has reviewed data showing a lack of parental involvement and will focus on increasing parental involvement through the student information system which gives parents access to their children's attendance and grades and having a social worker on campus who will support parents with any resources they may need to allow them to play an active role in their children's education.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Chronic Absenteeism	Chronic absenteeism rate is 1% in 2016-17.	Reduce chronic absenteeism by .25% from previous year's rate.	Reduce chronic absenteeism by .25% from previous year's rate.	Reduce chronic absenteeism by .25% from previous year's rate.
School Attendance Rates	Increase attendance rates from current P2 attendance rate of 97.43% in 2016-17.	Increase attendance rates by .02% based off previous year's P2 attendance rate.	Increase attendance rates by .02% based off previous year's P2 attendance rate.	Increase attendance rates by .02% based off previous year's P2 attendance rate.
The district will increase student engagement with increased technology.	Student to computer device ratio is 3:1 in 2016-17.	Increase student to computer device ratio to 2:1.	Increase student to computer device ratio to 1:1.	Maintain student to computer device ratio of 1:1.
The district will reduce suspension rates and maintain 0% expulsion rate and middle school drop out rate.	The current suspension rate is .6% and 0% for the expulsion and middle school drop out rate in 2016-17.	Reduce the suspension rate by .1% and maintain a 0% expulsion and middle school drop out rate.	Reduce the suspension rate by .1% and maintain a 0% expulsion and middle school drop out rate.	Reduce the suspension rate by .1% and maintain a 0% expulsion and middle school drop out rate.

The district will increase psychological services time on campus to reduce suspension rates and maintain nursing services to reduce chronic absenteeism.	Nursing services are 15 days per school year and psychological services are 8 days per month in 2016-17.	Maintain nursing days and increase psychological services by 2 days per month.	Maintain nursing days and psychological services from previous year.	Maintain nursing days and psychological services from previous year.
The district will provide a safe and healthy environment.	The district had a 100% rating on the FIT survey in 2016-17.	District will maintain a 100% rating on the FIT survey.	District will maintain a 100% rating on the FIT survey.	District will maintain a 100% rating on the FIT survey.
The district will increase parent participation in school activities and surveys, including parents of unduplicated pupils.	The district had a Back to School Night parent attendance rate of 72%, an EL parent attendance rate of 70%, and a 14% parent survey participation in 2016-17.	Increase parent attendance rate by 1%, including EL parents and parent survey participation by 2%.	Increase parent attendance rate by 1%, including EL parents and parent survey participation by 2%.	Increase parent attendance rate by 1%, including EL parents and parent survey participation by 2%.
The district will utilize the Vice Principal to help increase parental involvement through extended learning activities.	The district does not currently have any extended learning activities organized for 2016-17.	Implement 1 extended learning activity.	Implement 2 extended learning activities.	Implement 3 extended learning activities.
The district will utilize a Social Worker to make contact with parents, including parents of unduplicated pupils, to increase parental involvement and reduce chronic absenteeism.	The Social Worker made contact with 15% of unduplicated pupils in 2016-17.	Increase contacts by 1%.	Increase contacts by 1%.	Increase contacts by 1%.
Parental Involvement in Individualized Educational Plan (IEP) meetings.	Parent attendance for IEP meetings was 100% in 2016-17.	Maintain 100% parent attendance.	Maintain 100% parent attendance.	Maintain 100% parent attendance.
Parent usage on the student information system and school app.	The district has 18% of parents accessing the student information system and 88% delivery success rate on notifications through the school app in 2016-17.	Increase parents accessing the student information system by 2% and the delivery success rate by 1% based on previous year's data.	Increase parents accessing the student information system by 2% and the delivery success rate by 1% based on previous year's data.	Increase parents accessing the student information system by 2% and the delivery success rate by 1% based on previous year's data.

PLANNED ACTIONS / SERVICES

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

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served   ☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

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

Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Rewards for attendance on a monthly/trimester basis for all students.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$4,000	Amount	$4,500	Amount	$5,000
Source	LCFF S/C	Source	LCFF S/C	Source	LCFF S/C
Budget Reference	4000-4999: Books And Supplies Engagement Activities	Budget Reference	4000-4999: Books And Supplies Engagement Activities	Budget Reference	4000-4999: Books And Supplies Engagement Activities

Action **2**

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

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

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

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

Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide opportunities for student and parental engagement through the school app, data and assessment program, and the student information system.		

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$24,245	Amount	$25,000	Amount	$30,000
Source	LCFF S/C	Source	LCFF S/C	Source	LCFF S/C
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Parent Link, Power School, Illuminate	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Parent Link, Power School, Illuminate	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Parent Link, Power School, Illuminate

Action **3**

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

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

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income

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

Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
To increase student engagement and provide access to a broad course of study, a part-time music teacher must be retained. Music supplies will continue to be purchased to support the music program.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$27,960	Amount	$31,500	Amount	$33,075
Source	LCFF S/C	Source	LCFF S/C	Source	LCFF S/C
Budget Reference	1000-1999: Certificated Personnel Salaries Part-time Music Teacher	Budget Reference	1000-1999: Certificated Personnel Salaries Part-time Music Teacher	Budget Reference	1000-1999: Certificated Personnel Salaries Part-time Music Teacher
Amount	$4,000	Amount	$4,000	Amount	$4,000
Source	LCFF S/C	Source	LCFF S/C	Source	LCFF S/C
Budget Reference	4000-4999: Books And Supplies Music Supplies	Budget Reference	4000-4999: Books And Supplies Music Supplies	Budget Reference	4000-4999: Books And Supplies Music Supplies

Action 4

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

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

| Location(s) | ☐ All Schools | ☐ Specific Schools: | | ☐ Specific Grade spans: |

OR

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

| Students to be Served | ☒ English Learners | ☒ Foster Youth | ☒ Low Income |

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

| Location(s) | ☒ All Schools | ☐ Specific Schools: | | ☐ Specific Grade spans: |

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
To increase student engagement with technology, a part-time computer technician must be retained. Also purchase of chrome book laptops, Activ Panels, and document cameras must be purchased to reduce the student to device ratio.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$26,680	Amount	$33,000	Amount	$34,000
Source	LCFF S/C	Source	LCFF S/C	Source	LCFF S/C
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Computer Technician	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Computer Technician	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Computer Technician
Amount	$66,646	Amount	$80,000	Amount	$100,000
Source	LCFF S/C	Source	LCFF S/C	Source	LCFF S/C

Budget Reference	4000-4999: Books And Supplies Chrome book laptops, Activ Panels, Document Cameras	Budget Reference	4000-4999: Books And Supplies Chrome book laptops, Activ Panels, Document Cameras	Budget Reference	4000-4999: Books And Supplies Chrome book laptops, Activ Panels, Document Cameras

Action 5

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

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

Location(s)
☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served
☒ English Learners ☒ Foster Youth ☒ Low Income

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

Location(s)
☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Given that unduplicated pupils in our district have a higher rate of behavior incidents as measured by local and state disciplinary tracking, the district will contract with Tulare County Office of Education to house an Intervention Resource Class for extra social and emotional support to reduce suspension rates and maintain middle school drop out rate and expulsion rates for all students, including unduplicated pupils. This funding reflects a portion of this action/service.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	$77,354	Amount	$100,000	Amount	$115,000
Source	LCFF S/C	Source	LCFF S/C	Source	LCFF S/C
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Intervention Resource Class	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Intervention Resource Class	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Intervention Resource Class

Action   6

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

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

Location(s) ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served ☒ English Learners ☒ Foster Youth ☒ Low Income

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

Location(s) ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue with the increased days for Nursing Services of 15 days in order to continue to provide a safe environment.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$12,791	Amount	$13,800	Amount	$14,500

Source	LCFF S/C	Source	LCFF S/C	Source	LCFF S/C
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Tulare County Office of Education Special Services-Nursing	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Tulare County Office of Education Special Services-Nursing	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Tulare County Office of Education Special Services-Nursing

Action 7

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

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

Location(s)
☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served
☒ English Learners   ☒ Foster Youth   ☒ Low Income

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

Location(s)
☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Increase days for Psychological Services from 2 days to 4 days more a month in order to continue to serve our low income, English Learners, foster youth, and special education students.		

BUDGETED EXPENDITURES

2017-18	**2018-19**	**2019-20**
Amount $35,150	Amount $36,400	Amount $37,450

Source	LCFF S/C	Source	LCFF S/C	Source	LCFF S/C
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Tulare County Office of Education Special Services-Psychologist	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Tulare County Office of Education Special Services-Psychologist	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Tulare County Office of Education Special Services-Psychologist

Action   **8**

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

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

Location(s)   ☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served   ☒ English Learners   ☒ Foster Youth   ☒ Low Income

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

Location(s)   ☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Increase student engagement for upper grades by implementing Naviance, a college and career readiness program.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount $2,918	Amount $2,917	Amount $2,917

Source	LCFF S/C	Source	LCFF S/C	Source	LCFF S/C
Budget Reference	4000-4999: Books And Supplies Naviance College and Career Readiness program	Budget Reference	4000-4999: Books And Supplies Naviance College and Career Readiness Program	Budget Reference	4000-4999: Books And Supplies Naviance College and Career Readiness Program

Action 9

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

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

Location(s)
☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served
☒ English Learners   ☒ Foster Youth   ☒ Low Income

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

Location(s)
☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide opportunities for student and parent input and communication through surveys, school app, and the student information system.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Budget Reference	Parent Link School App (Allocated in Goal 1)	Budget Reference	Parent Link School App (Allocated in Goal 1)	Budget Reference	Parent Link School App (Allocated in Goal 1)

Budget Reference	Power School Student Information System (Allocated in Goal 1)	Budget Reference	Power School Student Information System (Allocated in Goal 1)	Budget Reference	Power School Student Information System (Allocated in Goal 1)

Action **10**

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

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

Location(s) ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served ☒ English Learners ☒ Foster Youth ☒ Low Income

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

Location(s) ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
To increase parental involvement, a Social Worker will be contracted out with Tulare County Office of Education, to make home visits, phone calls, and provide resources to parents on academic and attendance issues.		

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$13,329	Amount	$14,000	Amount	$14,500
Source	LCFF S/C	Source	LCFF S/C	Source	LCFF S/C

Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Social Worker	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Social Worker	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Social Worker

Action 11

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

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

Location(s)
☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served
☒ English Learners ☒ Foster Youth ☒ Low Income

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

Location(s)
☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Transportation will be provided to parents, if needed, to attend their child's IEP meeting.		

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	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures

	Staff Mileage Reimbursement		Staff Mileage Reimbursement		Staff Mileage Reimbursement

Action **12**

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

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

Location(s)
☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served
☒ English Learners ☒ Foster Youth ☒ Low Income

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

Location(s)
☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Hire a Vice Principal to continue to help increase parental involvement through extended learning activities.		

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$98,922	Amount	$105,000	Amount	$110,000
Source	LCFF S/C	Source	LCFF S/C	Source	LCFF S/C
Budget Reference	1000-1999: Certificated Personnel Salaries Vice Principal	Budget Reference	1000-1999: Certificated Personnel Salaries Vice Principal	Budget Reference	1000-1999: Certificated Personnel Salaries Vice Principal

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds: $546,298   Percentage to Increase or Improve Services: 13.06%

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).

Using the calculation tool provided by the state, Liberty Elementary has calculated that it will receive $546,298 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). In addition, using the same calculation tool the proportionality percentage has been calculated at 13.06%. This plan has demonstrated the district is meeting its minimum proportionality requirement by expenditure of the total 2017-18 Supplemental and Concentration Grant funding for qualifying purposes. Direct services to our unduplicated pupils include rehiring a social worker, hiring an additional instructional aide, staffing and housing an Intervention Resource Class (IRC), and increased psychologist time and nursing services targeted at our unduplicated pupils.

We will achieve our vision, which centers on students, directed by teachers, and supported by home and community through our LCAP goals and actions which include a Vice Principal, part-time Music Teacher, Intervention Resource Class, increased nursing and psychology services, college and career readiness program for 6th-8th grades, professional development, a reading intervention program, technology equipment, Computer Technician, additional classified staff, music supplies, Teacher Induction Program, Social Worker, engagement activities, school app, a data and assessment program, Next Generation Science Curriculum, and a student information system to better serve our targeted student population. Since our unduplicated student population count is 58.31% and we are a one school district all of these actions and services are being performed on a school wide and district wide basis. Funds are best expended on a school wide basis. All actions and expenditures of Supplemental and Concentration funds are principally directed with the needs of our unduplicated population in mind and based on careful analysis of data and input from our stakeholders.

Revised 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. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. 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 Education Code. 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

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. Education Code 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. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code 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 *Education Code* 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 5 *CCR* 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* 15496(a)(7).

Consistent with the requirements of 5 *CCR* 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 for English Language Arts
  - b. Mathematics – Common Core State Standards for Mathematics
  - c. English Language Development
  - 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 UC or 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 CELDT;
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
- A. School attendance rates;
- B. Chronic absenteeism rates;

C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
A. S broad course of study including courses described under 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 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 *Education Code* 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 *California Code of Regulations*, title 5, 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 *Education Code* 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 *Education Code* 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 *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* 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 *Education Code* sections 42238.01 and bgroups as defined in 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 *Education Code* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* 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?

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	**2016-17 Annual Update Budgeted**	**2016-17 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Funding Sources	522,645.00	527,134.00	546,298.00	604,417.00	671,742.00	1,822,457.00
	0.00	0.00	0.00	0.00	0.00	0.00
LCFF S/C	522,645.00	527,134.00	546,298.00	604,417.00	671,742.00	1,822,457.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	522,645.00	527,134.00	546,298.00	604,417.00	671,742.00	1,822,457.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	137,516.00	32,651.00	126,882.00	136,500.00	143,075.00	406,457.00
2000-2999: Classified Personnel Salaries	22,500.00	21,161.00	25,500.00	30,000.00	30,000.00	85,500.00
4000-4999: Books And Supplies	143,391.00	270,587.00	154,067.00	166,417.00	198,917.00	519,401.00
5000-5999: Services And Other Operating Expenditures	3,216.00	2,916.00	300.00	300.00	300.00	900.00
5800: Professional/Consulting Services And Operating Expenditures	199,022.00	199,819.00	239,549.00	271,200.00	299,450.00	810,199.00
5900: Communications	17,000.00	0.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

		Total Expenditures by Object Type and Funding Source					
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	522,645.00	527,134.00	546,298.00	604,417.00	671,742.00	1,822,457.00
		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF S/C	137,516.00	32,651.00	126,882.00	136,500.00	143,075.00	406,457.00
2000-2999: Classified Personnel Salaries	LCFF S/C	22,500.00	21,161.00	25,500.00	30,000.00	30,000.00	85,500.00
4000-4999: Books And Supplies	LCFF S/C	143,391.00	270,587.00	154,067.00	166,417.00	198,917.00	519,401.00
5000-5999: Services And Other Operating Expenditures	LCFF S/C	3,216.00	2,916.00	300.00	300.00	300.00	900.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF S/C	199,022.00	199,819.00	239,549.00	271,200.00	299,450.00	810,199.00
5900: Communications	LCFF S/C	17,000.00	0.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal				
Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	152,003.00	154,000.00	171,000.00	477,003.00
Goal 2	394,295.00	450,417.00	500,742.00	1,345,454.00
Goal 3	0.00	0.00	0.00	0.00
Goal 4	0.00	0.00	0.00	0.00
Goal 5	0.00	0.00	0.00	0.00
Goal 6	0.00	0.00	0.00	0.00
Goal 7	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.