

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Richgrove School District		
Contact Name and Title	Mario Millan, Superintendent	Email and Phone	mariom@richgrove.org 661-725-2424 ext.104

2017-20 Plan Summary

THE STORY

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

Richgrove School District, a one-school district, serves 640 students in grades TK-8. The school is comprised of 98% Latino students, 67% of which are English Learners with a 95% unduplicated count. The district is located in Richgrove, an unincorporated community located in the Southeastern part of Tulare County in the State of California. Richgrove is on the Kern County line approximately 8 miles from Delano and Highway 99 in the San Joaquin Valley of California. Neighboring communities are Delano to the West, Porterville to the North, and Bakersfield to the South.

Richgrove is an agricultural community with a population flexibility of up to 3,000 persons. Table grapes, pistachios, oranges and almonds are among the major crops in this area. The employment sources available are light industry and seasonal agriculture. The school serves as the major landmark of the school and most community functions occur on our campus.

LCAP HIGHLIGHTS

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

Richgrove School will continue to work on providing our students with real world experiences in the form of field trips and guest speakers. We will grow our technology access to students at all grade levels as well as provide technology mediums that will assist our staff in bringing the most rich instructional experiences as possible. In order to create that well rounded 21st Century Learner Richgrove will allow for our students to have access to music instructors, dance, choir, robotics, athletics, career pathways, science and new reading materials. To assist our students that may need outside support, we will bring on a full time school psychologist, have intervention staff and provide for a safe campus.

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

Richgrove School was able to provide staffing for those students falling behind due to academic struggles and/or language issues. We have also been able to provide new Interactive Panels for classrooms for students and staff to use in instruction. These panels act as large computer screens that teachers and students can work on. Our technology is one to one for all 3rd-8th grade and 1 to 2 for Kindergarten-2nd grade. Also hired was a ELD Coach that assisted our staff in providing materials and model lessons to improve instruction to EL students which increased significantly. Classroom libraries have grown immensely and we have seen an increase of students reaching AR goals with more interesting materials available to them. This helped our all students increase in the 5 by 5 model. We have also upgraded our audio-visual system in our gym to provide more meaningful experiences to staff, students and parents.

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

RSD needs to continue to work on increasing our scores in math, with great focus on English Learners which only maintained it's 5 by 5 score. At the junior high level mathematics scores continued to be very low. Also there continues to be a need to provide for PD for staff in the area of best practices. Although our ELA scores did improve they still are not in a category that is satisfactory and we will continue to provide PD for staff that will assist in reaching a blue or green level.

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

Richgrove school had no performance gaps. Although we are not two levels below work is still needed to improve our EL students in math at the upper grades. We will provide more PD and coaching to staff as well as offer summer school to those students along with tutoring.

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.

Richgrove will work to provide staff to assist with intervention students and have an on campus instructional coach to help our teaching staff. We will also provide after hour academic assistance in summer, winter and after school.

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

\$11,306,736.

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

\$4,199,306

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.

In addition to what is provided for in the LCAP, the district provides many services to support the core programs, including, but not limited to Learning Facilitators, Administrators, Administrative staff, Maintenance, and Operations staff and activities.

\$8,774,009

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

<h2>Goal 1</h2>	Increase student achievement of all students and sub groups.
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State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- #1 There will be 10% increase in achievement score in Benchmarks and State Scores Language arts/ELD and Mathematics.
- #2 Teachers will get pull out time to go over their testing data as a grade level 3 times a year.
- #3 60% of the staff will implement strategies that are a focus (Kagan strategies) for The district.
- #4 90% of teachers will attend at a minimum 2 professional development days
- #5 80% of the student population will attend field trips, and/or interact with guest speakers.

ACTUAL

- #1 We were at approximately 9% growth in all areas. When you compare overall SBAC scores in the last two years.
- #2 Staff was able to meet to go over assessments twice.
- #3 Two-thirds of our staff has attended Kagan and implements strategies.
- #4 100% of our staff attended at a minimum 2 professional development days.
- #5 Over 90% of our students attended at least one field trip and/or had a guest speaker in their class.

ACTIONS / SERVICES

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

Action **1**

Actions/Services	<p>PLANNED Identified student in need of remediation will receive intervention times during regular school hours, after school, summer and winters session. (2a, 4a, 7a, b, c)</p>	<p>ACTUAL Richgrove School operated Summer School, Winter Academy, offered tutoring afterschool and had intervention classes throughout the instructional day. We however, did not have as many tutors as expected and were unable to hire college students assist with tutoring.</p>
Expenditures	<p>BUDGETED \$22,134 Title II Salaries & Benefits - Tutoring \$190,664 LCFF SC Tutoring, Summer School and Intersession.</p>	<p>ESTIMATED ACTUAL \$11,349.46 Title II Salaries & Benefits – Tutoring \$137,761 LCFF SC Tutoring, Summer School & Winter Session</p>

Action **2**

Actions/Services	<p>PLANNED Teachers will be provided with time for data analysis of state and local assessments results and instructional planning. (4a)</p>	<p>ACTUAL The instructional staff met to discuss data during our preservice week, on early dismissal Monday's and during in school release time.</p>
Expenditures	<p>BUDGETED \$3,640 LCFF Base - Sub Teachers \$13,300 LCFF SC Assessment supplies</p>	<p>ESTIMATED ACTUAL \$3,640 LCFF Basd - Sub Teachers \$11,868.75 LCFF SC Assessment supplies</p>

Action **3**

Actions/Services	<p>PLANNED Teachers will implement learned strategies from Professional Development (PD) into their daily instruction. (2a, b. 7a, b, c)</p>	<p>ACTUAL During our Instructional Rounds and “pop in “ visits over 80% of the staff are implementing focus strategies acquired from PD, with Kagan, What’s My Place What’s My Value and Number Talks.</p>
Expenditures	<p>BUDGETED No additional cost</p>	<p>ESTIMATED ACTUAL No additional cost.</p>

Action

4

Actions/Services

PLANNED

All staff will be offered professional development that focus on student achievement (Language arts/ELD and Mathematics), safety (survey of school climate by students and parent), instructional strategies, classroom management to reduce suspensions and expulsions, positive reinforcement, and/or technology. (6a, b, c)

ACTUAL

All staff attended at minimum two professional developments a year. We brought in County Office coaches to work with staff and model math and ELD lessons. Our newly hired on campus EL Coach worked with our staff. New hired on campus Teacher Tech Coaches helped staff in the area of technology. Several staff attended safety training. An in-house suspension teacher was also hired to allow for students to stay on campus as much as possible when involved in a disciplinary matter. We did over budget for PD as not nearly that much money was required and our in-house staff person had poor attendance and was docked pay.

Expenditures

BUDGETED

\$87,501 LCFF Base – Salaries Benefits, Conferences
\$15,000 LCFF SC – Salaries, Benefits, Conferences
\$86,218 Title I – Salaries, Benefits, Conferences, Consulting, Supplies
\$34,364 Title II Conferences & Consulting

ESTIMATED ACTUAL

\$35,212.71 LCFF Base – Salaries, Benefits, Conferences
\$7,974.53 LCFF SC – Salaries, Benefits, Conferences
\$60,742 Title I – Salaries, Benefits, Conferences, Consulting, Supplies
\$14,705 Title II Conferences & Consulting

Action

5

Actions/Services

PLANNED

The district will purchase standard’s based curriculum and assessments for English language arts, English language development and mathematics. (1b, 2a, b)

ACTUAL

Richgrove purchased a new ELA program (HM) that brought with it an EL and intervention component. Also purchased was the renewal pieces to a stand-alone ELD and intervention program (Inside and Santillana.) EL and Spanish components both in hard copy and online were also purchased and utilized. Our curriculum costs were not as high as predicted due to declining enrollment and our Santillana program was not in need of as much replacement as planned.

Expenditures

BUDGETED

\$51,100 Lottery – Curricula Materials
\$1,000 Title I - Materials & Supplies
\$91,233 LCFF SC Materials & Supplies

ESTIMATED ACTUAL

\$60,858 Lottery – Curricula Materials
\$491 Title I – Materials & Supplies
\$68,300 – LCFF SC Materials & Supplies

Action

6

Actions/Services

PLANNED
Provide for academic field trips and guest speakers to all students. This will enhance student understanding in a broad course of study. (7a, b, c, 8a)

ACTUAL
Richgrove had three university field trips and nine academic field trips to places that included The Natural History Museum, The Space Center, a gold rush excursion, Scicon, Planetarium, CALM and The Kern Co. Museum to name a few. Speakers like Smokey the Bear and over 20 speakers at career day also exposed our students to outside entities.

Expenditures

BUDGETED
\$38,600 LCFF SC – Consulting & Services 5800

ESTIMATED ACTUAL
\$44,670 LCFF SC Consulting & Services 5800

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 overall implementation of our action was difficult initially because we were making a move away from district benchmarks and into the interim assessments that are a part of SBAC. We also had a movement away from our stand-alone ELD curriculum and into the ELD portion of our new adoption. With these changes occurring, as the year went along we had to adjust our data analysis goals also.

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

All of our afterschool tutoring and extra instructional time became a reality and we were able to give more time to those students that needed it. We saw many more staff implementing strategies they had acquired from PD along with analysis into the assessments their students were taking. All funds budgeted for field trips and guest speakers were expended so our staff went out of its way to provide real life experiences for our students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Only half of the Budgeted Expenditures for Tutoring were actually expended to complete all of the needed extra instructional time, a savings of \$63,687. There was also a savings (\$104,448) in professional development as some professional development was provided in house. Cost savings were transferred to Goal 3 for facility maintenance.

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.

We will be making a determination as to which assessment pieces we will use next year at the conclusion of this year and will see how data analysis will be done with SBAC interim assessments. This will be seen in goal one of the LCAP. All else will remain the same.

Goal 2

Provide for Fine Arts and Music.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- #1 There will be 60% student participation in Fine Arts and Music.
- #2 Fine Arts students will participate in 5 activities per year.

ACTUAL

- #1 We had over 70% of our students participate in music or arts.
- #2 Our students that were in fine arts participated in more than 5 events.

ACTIONS / SERVICES

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

Action	1				
Actions/Services	<table border="1"> <thead> <tr> <th>PLANNED</th> <th>ACTUAL</th> </tr> </thead> <tbody> <tr> <td>The district will hire a music, dance, violin and choir teacher to develop and implement the fine arts and music program. This would include classroom time, before/after/during school along with summer, and instructional materials (instruments and other materials). (7c)</td> <td>Richgrove hired a part time band director along with an assistant that gave lessons in piano. Choir had its beginning during our 8th period elective. We have several staff work with students in dance performance. Our band director has music appreciation time in K-5th grade classes a few times each month. We were unable to acquire a violin instructor and shifted that focus to piano.</td> </tr> </tbody> </table>	PLANNED	ACTUAL	The district will hire a music, dance, violin and choir teacher to develop and implement the fine arts and music program. This would include classroom time, before/after/during school along with summer, and instructional materials (instruments and other materials). (7c)	Richgrove hired a part time band director along with an assistant that gave lessons in piano. Choir had its beginning during our 8 th period elective. We have several staff work with students in dance performance. Our band director has music appreciation time in K-5 th grade classes a few times each month. We were unable to acquire a violin instructor and shifted that focus to piano.
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Action

2

Actions/Services

PLANNED

Students will participate in fine art performance activities. These would include talent show, parades, competitions, winter programs and county office exhibitions. (7c)

ACTUAL

Richgrove students involved in fine arts participated in our winter program, talent show, several parades, art work displays and a county performance (Poetry and Prose.)

Expenditures

BUDGETED

No additional cost

ESTIMATED ACTUAL

No additional cost.

Goal 2

ANALYSIS

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

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

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

Richgrove School was able to have a part time band instructor that held music and music appreciation for all grades on our campus along with have a beginning marching band. A piano teacher was also secured that allowed for students to have piano lessons here on our campus. Teachers increased their work in art and small performance dance groups were created along with a seedling of a choir. These groups had several performances throughout the school year.

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

Many students were involved in music. We did not see the growth in marching band that we were expecting but kids were involved in music. Piano was a pleasant surprise as over a dozen students were taking lessons.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The slow growth in the band program and a late start in the piano program resulted in an approximate reduction of \$15,000.00 in expenditures to budgeted amount. This is spread between salaries and supplies.

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.

Richgrove School will have the same goals here as we did not establish more dance groups and we hope to add violin this year. This can be seen in the same goal, 2.

Goal 3

Provide a positive school climate to help foster student achievement.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- #1 10% daily decrease of referrals.
- #2 30% of the parents will participate in parenting events, which includes parents of special needs students.
- #3 We will receive a satisfactory report from Williams official inspection (Appropriately assigned teachers and standards-aligned materials)
- #4 80% of the staff will participate in at minimum one event.
- #5 Maintain attendance at 96% or better.
- #6 Lower chronic absenteeism from 7% to 5% and maintain 0% dropout rate.
- #7 Decrease suspension and expulsion rate by 5%
- #8 Maintain Good or better on the FIT

ACTUAL

- 1 We had an increase in referrals from 142 to 157.
- #2 We have less than 10% of our parents attend parent meetings which include monthly meetings with counselor, information meetings and pre-testing meetings. However for ELAC and Back to School Nights we are well above 30%.
- #3 Our William's Visit showed no deficient areas.
- #4 100% of our staff attended at least one after hours event.
- #5 Our attendance was at 96.5%
- #6 Our chronic absenteeism is at 6% and maintained 0% dropout rate.
- #7 Suspensions increased from 42 to 47 and expulsions were at 0.
- #8 We had a "good" or "better" on our facilities review in all areas.

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
Provide incentives, award assemblies, and other recognition awards that will affect attendance, suspension, expulsions and dropout rate. (6a, b)

Richgrove has monthly assemblies that reward Student of the Month attendance, Accelerated Reader ord count, character, manners, physical education, assessment scores, most improved and at grade level rankings.

Expenditures

BUDGETED
\$21,750 LCFF SC - Supplies

ESTIMATED ACTUAL
\$12,293 LCFF SC - Supplies

Action **2**

Actions/Services

PLANNED
All staff will be offered professional development that focus on student achievement (Language arts/ELD and Mathematics), safety, instructional strategies, classroom management, positive reinforcement, and/or technology. (6a, b)

ACTUAL
All staff must attend at minimum two professional development days. The majority of staff attend much more than two. We also brought in coaches for PD in the areas ELD, mathematics, ELA, technology. Our safety staff receives training as desired also.

Expenditures

BUDGETED
See Goal #1, Action 4

ESTIMATED ACTUAL
See Goal #1, Action 4

Action **3**

Actions/Services

PLANNED
#3 Increase parental involvement through classroom visitations, Breakfast with the Principal, parenting classes, student programs for parents, including those with special needs. (3a, b, c)

ACTUAL
Richgrove continues to involve our parents through Breakfast with the Principal, ELAC, SSC, Migrant Pact, Monthly Parent Meetings, Education Nights, Back to School Night, Open House and Free Visitation Days on campus.

Expenditures

BUDGETED
\$870 Title I - Supplies

\$26,820 LCFF SC - Supplies

ESTIMATED ACTUAL
\$860 Title I – Supplies
\$4,607.47 LCff SC Supplies

Action

4

Actions/Services

PLANNED
 District will maintain the campus to the requirements of the Williams-Valenzuela Act (FIT report) by having sufficient curriculum for every student, properly certified and placed teachers and safe facilities. (1c)

ACTUAL
 As determined by our William's-Valenzuela Act Visit by TCOE we have no negative findings in any area of the Act.

Expenditures

BUDGETED
 Regular Maint Costs \$1,808,699 Maintenance, Operations, Facilities

ESTIMATED ACTUAL
 Regular Maint Costs \$2,005,999 Maintenance, Operations, Facilities

Action

5

Actions/Services

PLANNED
 The district will provide for staff, student and family events like classroom visit days, monthly parent meetings, SSC, ELAC, Migrant Pac, PIQE, testing meetings, Breakfast with the Principal, categorical meetings, etc. This will include families with students of special needs. (3c)

ACTUAL
 Richgrove continues to involve our parents through Breakfast with the Principal, ELAC, SSC, Migrant Pact, Monthly Parent Meetings, Education Nights, Back to School Night, Open House and Free Visitation Days on campus.

Expenditures

BUDGETED
 \$678,558 LCFF SC – Salaries & Benefits
 Teachers, Security, Psychologist, Instr. Aides, Speech

ESTIMATED ACTUAL
 \$686,722 LCFF SC – Salaries & Benefits Teachers, Security Psychologist, Instr. Aides, Speech

Goal 3

ANALYSIS

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

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

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

Goal 3 was fully implemented but not to the level we wanted as we continued to struggle in getting parents to our events that were educational and informative. We also are still having issues with discipline and recognize that we are not doing well in that area. Our campus is in good condition and our absenteeism has always had a good number.

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

Richgrove School did not see any change in the number of referrals or suspension as the numbers were almost identical at. We did have good parent turn outs in our ELAC, Back to School Night and Winter Program but very low numbers in informative parent meetings.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was a difference of \$9,457.00 between budget and expenditures for student incentives. The low numbers in informative parent meetings resulted in under spending of \$22,212.00. Also, some of the projected parent involvement was done in conjunction with the ELAC meetings and provided by local organizations free of charge.

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.

Richgrove will continue to stress to parents the importance of school events and school information. We will work with staff and parents on discipline concerns and continuing our good numbers in chronic absenteeism. This can all be found in the same goal, 3.

Goal 4

Provide Staff with Professional Development.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

#1 80% of the staff will attend at minimum 2 trainings per year.
#2 Provide for TCOE academic coaches for staff in math, ELD, ELA, history and/or science.

ACTUAL

#1 100% of our staff attended at minimum 2 professional development trainings
#2 We had TCOE academic coaches in the area of ELD and Mathematics.

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.

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Actions/Services	<table border="1"> <thead> <tr> <th>PLANNED</th> <th>ACTUAL</th> </tr> </thead> <tbody> <tr> <td>All staff will be offered professional development that focus on student achievement (Language arts/ELD and Mathematics), safety, instructional strategies, classroom management, positive reinforcement, and/or technology. (1a)</td> <td>The staff at Richgrove School is mandated to attend a minimum of two professional developments per year. They attended trainings in instructional strategies, use of technology in the classroom, classroom management and discipline, safety, science and fine arts.</td> </tr> </tbody> </table>	PLANNED	ACTUAL	All staff will be offered professional development that focus on student achievement (Language arts/ELD and Mathematics), safety, instructional strategies, classroom management, positive reinforcement, and/or technology. (1a)	The staff at Richgrove School is mandated to attend a minimum of two professional developments per year. They attended trainings in instructional strategies, use of technology in the classroom, classroom management and discipline, safety, science and fine arts.
PLANNED	ACTUAL				
All staff will be offered professional development that focus on student achievement (Language arts/ELD and Mathematics), safety, instructional strategies, classroom management, positive reinforcement, and/or technology. (1a)	The staff at Richgrove School is mandated to attend a minimum of two professional developments per year. They attended trainings in instructional strategies, use of technology in the classroom, classroom management and discipline, safety, science and fine arts.				
Expenditures	<table border="1"> <thead> <tr> <th>BUDGETED</th> <th>ESTIMATED ACTUAL</th> </tr> </thead> <tbody> <tr> <td>See Goal 1, Action#4</td> <td>See Goal 1, Action #4</td> </tr> </tbody> </table>	BUDGETED	ESTIMATED ACTUAL	See Goal 1, Action#4	See Goal 1, Action #4
BUDGETED	ESTIMATED ACTUAL				
See Goal 1, Action#4	See Goal 1, Action #4				

Action

2

Actions/Services

PLANNED

All staff will work with County Office Academic Coaches at various times of the year. (1a)

ACTUAL

Richgrove contracted with TCOE to have coaches in the area of ELD and mathematics work with our staff and students on campus over 14 times this year.

Expenditures

BUDGETED

\$24,700 EEP County Academic Coaches

ESTIMATED ACTUAL

\$21,375 EEP County Academic Coaches

Goal 4

ANALYSIS

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

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

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

The implementation of Goal 4 went very well as we were able to secure TCOE Coaches in ELD and Mathematics for the entire year. We had over a dozen visits that included modeling and debriefing. All our staff, via contractual agreement, attended at minimum 2 professional development days per year. This can be two separate trainings or two days of the same training session.

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

We have seen a very positive change in our ELD instruction and assessment. Our staff has implemented new math methods and assessments. Many staff attend more than the required 2 professional developments and are using many new and great strategies in the classroom.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were none in this goal.

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.

We will keep the same goals in place and look to add our classified staff to the professional development requirements. We also hope to bring on more coaching in other subject areas. This will all be seen in Goal 4 once again.

Goal 5

Provide Technology to Students and Staff

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- #1 20% additional instructional staff will have the technology they need to implement into each lesson.
- #2 Maintain 2.75 additional staff to support for new and existing technology for all teachers.
- #3 The teaching staff will have access to an onsite teacher-tech coach.

ACTUAL

- #1 100% of our staff now have computers at 1:1 or 1:2 in their classrooms. At this time 85% of our staff now have new Promethean Interactive Panels in their classrooms.
- #2 Richgrove School maintained 2.75 additional staff to support our school technology.
- #3 Richgrove School had 2 teacher tech coaches available to them on campus.

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

Purchase devices for teacher instructions and for student learning and provide access to standards aligned material. (8a, 1b, 7a, b, c)

ACTUAL

New laptops were purchased for our JH Science class as well as more tablets for kindergarten. Twelve more Interactive Promethean Panels were purchased for teachers classrooms. The computer lab is also being upgraded. A big portion of the costs came from one time monies and EIA reserves that needed to be spent down.

Expenditures	\$139,090 LCFF Base - Supplies	ESTIMATED ACTUAL
	\$169,886 LCFF SC – Supplies Function 2420	\$69,519 LCFF Base Supplies \$152,242 LCFF SC – Supplies function 24200

Action **2**

Actions/Services	PLANNED Provide staffing in the area of technology support and increase online instruction material for student learning. (8a, 1b, 7a, b, c)	ACTUAL We have 2 full time technology staff on campus and one ¼ time person to assist in technology repairs, maintenance and installation of all of our systems.
------------------	--	--

Expenditures	BUDGETED \$139,873 LCFF Base – Salaries & Benefits \$268,891 LCFF SC – Salaries & Benefits	ESTIMATED ACTUAL \$80,873 LCff Base - Salaries & Benefits \$319,876 LCFF SC – Salaries & Benefits
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Action **3**

Actions/Services	PLANNED Provide for teacher tech coach. (8a, 1b, 7a, b, c)	ACTUAL Richgrove School was able to have two teachers that are very sound in technology use in the classroom be available to help staff in the area of technology and instructional integration.
------------------	---	--

Expenditures	BUDGETED See Goal 4, #2 \$2,977 LCFF SC – Salaries & Benefits	ESTIMATED ACTUAL See Goal 4, #2 \$2,977 LCFF SC – Salaries & Benefits
--------------	--	--

Goal 5

ANALYSIS

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

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

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

This year Richgrove School maintained 2.75 tech staff to assist our teachers. We were also able to increase the amount of technology available to staff in the classrooms with the additions of Promethean Interactive panels. Students maintained the same amount of technology and we were able to have two teacher tech staff to help our instructional staff in their curriculum and technology instruction.

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

We were very effective in implementing all the new technology with Promethean Interactive Panels (TV) in 85% of the classrooms and 1:1 computers in 3rd – 8th grade. Also, having staff 5 staff available to help teaching staff with their tech questions. This year was a very successful year in the area of technology and its implementation.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We had a cost savings of \$87,215, per the LCAP, in Action 1 for the purchase of devices because other funds were used to supplement the action and thus resulting in a savings of LCFF funds.

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.

Richgrove will have no significant changes other than the type of equipment we will focus on for our classrooms. Staffing should stay the same as is described in same Goal, 5.

Goal 6

Improve English Learner Language Acquisition and Achievement.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- #1 All staff will have access to ELL curriculum and assessment instruments.
- #2 The staff will have core curriculum that has a supplemental ELD component.
- #3 50% of the staff will attend EL professional development.
- #4 All staff will have access to an on campus ELD coach.
- #5 More than 50% of the students will make progress towards English proficiency and more than 5% will be re-designated.

ACTUAL

- #1 All staff has access to our stand ELD program, Santillana along with the ELD program that came with our new ELA adoption, HM.
- #2 Our new ELA program, HM has an EL component built into the program as does our Math program.
- #3 80% of our staff has had in house ELD training by TCOE coach and/or has gone to ELD PD.
- #4 Richgrove School hired a full time ELD on campus coach.
- #5 57% of our students made progress towards learning English and 10% of our students will be re-designated.

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

Purchase and implement standards based stand-alone EL instructional materials/technology and

ACTUAL

Richgrove purchased a stand alone ELD program in Santillana. We also made sure that any new curriculum had an on line program that worked for EL's.

increase EL language proficiency and reclassification rate. (2a, b., 4d, e)

Expenditures

BUDGETED
 \$1,000 Title I - Supplies
 \$13,096 Title II - Supplies
 \$47,507 LCFF SC - Supplies

ESTIMATED ACTUAL
\$1,250 Title I – Supplies
\$15,640 Title II – Supplies
\$15,859 LCFF SC - Supplies

Action **2**

Actions/Services

PLANNED
 The district will purchase standard’s based curriculum and assessments for English language arts, mathematics with an ELD component that will increase reclassification and language proficiency rate. (1b, 2a, b, 4d, e)

ACTUAL
 Richgrove School purchased the newly adopted program for HM. This program has an ELD component built in. The same is built in math which was purchased 2 years ago.

Expenditures

BUDGETED
 See Goal 1, Action #5

ESTIMATED ACTUAL
See Goal 1, Action #5

Action **3**

Actions/Services

PLANNED
 All staff will be offered professional development that focus on student achievement (Language arts/ELD and Mathematics), safety, instructional strategies, classroom management, positive reinforcement, and/or technology to decrease suspension and expulsion rates. (1b, 2a, b, 6a, b, 7a, b, c, 8a)

ACTUAL
 All staff had access to TCOE EL coaches that worked with our staff 7 times this year. They received model lessons and debriefing meetings with coaches. They also had the opportunity to attend any PD in the area of ELD.

Expenditures

BUDGETED
 See Goal 1, Action #4

ESTIMATED ACTUAL
See Goal 1 Action #4

Action

4

Actions/Services

PLANNED
Provide for EL Coach that will monitor and support progress towards language proficiency and reclassification of ELs. (4d, e)

ACTUAL
Richgrove School hired an on campus ELD Coach to help our teachers monitor EL progress and assist in best practices. Lesson's were modeled and proper growth tracking was implemented.

Expenditures

BUDGETED
\$1,500 Title I –Salaries & Benefits
\$95,211 LCFF SC – Salaries & Benefits

ESTIMATED ACTUAL
\$1,500 Title I – Salaries & Benefits
\$129,600 LCFF SC – Salaries & Benefits

Goal 6

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 implementation of Goal 6 was difficult for us because we were not decided on a stand alone ELD program versus the ELD component that came with our new curriculum. We also had TCOE ELD coaches that were working with our staff on a different philosophy when it comes to ELD. We were able to get a new curriculum and on campus coaches but the focus and methodology was a slow learning curve. We were successful in our growth of English Learners.

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

As the year went on we became better in our ELD program and philosophy. We got more out of our staff as 100% of our staff met and learned from our coaches. This in turn helped our students that moved up a level in their 5 by 5 grid. Ideas were more focused and preparation for lessons was better. All of the teaching staff worked well with TCOE coaches and our new on campus EL coach.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The student and teacher response to the use of e-books was not at the level anticipated. This resulted in a reduction of approximately \$29,034 in supplies expenditures.

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

Goal 6 has not changed for us much as we plan to still utilize county staff and we will have a better idea of our EL focus now that we have been in our program for a year.

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Richgrove School sent an LCAP survey based on the 8 state priorities to all parents, students and staff that represent both CTA and CESA bargaining units on 1.23.17. Feedback from these units was taken into consideration as was all the suggestions from other stakeholders. There was an LCAP Team meeting that took place on 2.6.17 that involved staff and parents. SSC discussed the LCAP on 2.16.17, ELAC on 3.8.17 and a general parent meeting on 2.3.17 was held. The LCAP Town Hall Meeting took place on 3.15.17. The District gathered all the input from all these events to determine the needs of our stakeholders.

IMPACT ON LCAP AND ANNUAL UPDATE

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

From these consultations the biggest impact came from parent concerns in the following areas: drinking water safety, the school stance on bullying, need for more parent educational meetings, GATE courses, fine arts desires, and more information going home in a variety of ways.

Goals, Actions, & Services

Strategic Planning Details and Accountability.

New Modified Unchanged

Goal 1

Increase student achievement of all students and sub groups.

[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 the intermediate grades through JH less than 30% of the students receive a pass score of 70% and the number is lower than 20% passing on the SBAC. More teacher pull out time is required to analyze assessment data in focused groups. We need to see more strategies from PD being used and monitored in classroom instruction. Field trips and guest speakers are great ways to expose students and build background knowledge. We have 34 of our 35 teachers fully credentialed with one being in the Impact program for PE.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Assessment Scores Math from SBAC	9% at 3 or 4	12%	15%	18%
Assessment Score ELA from SBAC	13% at 3 or 4	16%	19%	22%
Data Analysis on District Benchmarks and STAR Diagnostics.	3 times per year	4 times	5 times	6 times
Kagan Strategies	70% using	75%	80%	85%
Professional Development Days	2 per year minimum	2 per year	3 per year	4 per year
Field Trips/Guest Speakers for all students including those with exceptional needs.	80% of students experience	85%	90%	95%

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Identified students in need of remediation will receive intervention times during regular school hours, after school, summer and winters session. (2a, 4a, 7a, b, c)		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$20,712.00	Amount: \$20,712	Amount: \$20,712
Source: Title II	Source: Title II	Source: Title II
Budget Reference: Tutoring Salaries & Benefits	Budget Reference: Tutoring Salaries and Benefits	Budget Reference: Tutoring Salaries and Benefits

Amount	\$12,554	Amount	\$12,554	Amount	\$12,554
Source	Title I	Source	Title I	Source	Title I
Budget Reference	Tutoring Salaries & Benefits	Budget Reference	Tutoring Salaries & Benefits	Budget Reference	Tutoring Salaries & Benefits
Amount	\$97,505	Amount	\$97,505	Amount	\$97,505
Source	LCFF SC	Source	LCFF SC	Source	LCFF SC
Budget Reference	Tutoring Salaries & Benefits	Budget Reference	Tutoring Salaries & Benefits	Budget Reference	Tutoring Salaries & Benefits
Amount	\$69,793	Amount	\$69,793	Amount	\$69,793
Source	LCFF SC	Source	LCFF SC	Source	LCFF SC
Budget Reference	Summer School Salaries, Benefits, Supplies	Budget Reference	Summer School Salaries, Benefits, Supplies	Budget Reference	Summer School Salaries, Benefits, Supplies
Amount	\$12,831	Amount	\$12,831	Amount	\$12,831
Source	LCFF SC	Source	LCFF SC	Source	LCFF SC
Budget Reference	Winter Session Salaries, Benefits, Supplies	Budget Reference	Winter Session Salaries, Benefits, Supplies	Budget Reference	Winter Session Salaries, Benefits, Supplies

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
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Teachers will be provided with time for data analysis of state and local assessments results and instructional planning. (4a.)		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$17,000	Amount: \$17,000	Amount: \$17,000
Source: LCFF BASE	Source: LCFF BASE	Source: LCFF BASE
Budget Reference: Salaries & Benefits	Budget Reference: Salaries & Benefits	Budget Reference: Salaries & Benefits
Amount: \$100,250	Amount: \$100,250	Amount: \$100,250
Source: LCFF SC	Source: LCFF SC	Source: LCFF SC

Budget Reference

Supplies

Budget Reference

Supplies

Budget Reference

Supplies

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
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Teachers will implement learned strategies from Professional Development (PD) into their daily instruction. (2a, b, 7a, b, c)		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: No cost	Amount: No cost	Amount: No cost
Source:	Source:	Source:
Budget Reference:	Budget Reference:	Budget Reference:

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
All staff will be offered professional development that focus on student achievement (Language arts/ELD and Mathematics), safety (survey of school climate by students and parent), instructional strategies, classroom management to reduce suspensions and expulsions, positive reinforcement, and/or technology. (6a, b, c)		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$63,078	Amount: \$63,078	Amount: \$63,078
Source: LCFF BASE	Source: LCFF BASE	Source: LCFF BASE
Budget Reference: Conferences	Budget Reference: Conferences	Budget Reference: Conferences

Amount	\$15,000	Amount	\$15,000	Amount	\$15,000
Source	LCFF SC	Source	LCFF SC	Source	LCFF SC
Budget Reference	Conference	Budget Reference	Conference	Budget Reference	Conference
Amount	\$86,873	Amount	\$86,873	Amount	\$86,873
Source	Title I	Source	Title I	Source	Title I
Budget Reference	Salaries, Benefits Conference, Consulting, Supplies	Budget Reference	Salaries, Benefits Conference, Consulting, Supplies	Budget Reference	Salaries, Benefits Conference, Consulting, Supplies
Amount	\$34,988	Amount	\$34,988	Amount	\$34,988
Source	Title II	Source	Title II	Source	Title II
Budget Reference	Conference	Budget Reference	Conference	Budget Reference	Conference

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The district will purchase standard's based curriculum and assessments for English language arts, English language development and mathematics. (1b, 2a, b)		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$52,500	Amount	\$52,500	Amount	\$52,500
Source	Unrestricted Lottery	Source	Unrestricted Lottery	Source	Unrestricted Lottery
Budget Reference	Materials and Supplies	Budget Reference	Materials and Supplies	Budget Reference	Materials and Supplies
Amount	\$71,100	Amount	\$71,100	Amount	\$71,100

Source	Restricted Lottery	Source	Restricted Lottery	Source	Restricted Lottery
Budget Reference	Materials and Supplies	Budget Reference	Materials and Supplies	Budget Reference	Materials and Supplies
Amount	\$15,000	Amount	\$15,000	Amount	\$15,000
Source	Title I	Source	Title I	Source	Title I
Budget Reference	Materials and Supplies	Budget Reference	Materials and Supplies	Budget Reference	Materials and Supplies
Amount	\$9,700	Amount	\$9,700	Amount	\$9,700
Source	Title III	Source	Title III	Source	Title III
Budget Reference	Materials and Supplies	Budget Reference	Materials and Supplies	Budget Reference	Materials and Supplies
Amount	\$49,000	Amount	\$141,000	Amount	\$138,240
Source	LCFF SC	Source	LCFF SC	Source	LCFF SC
Budget Reference	Materials and Supplies	Budget Reference	Materials and Supplies	Budget Reference	Materials and Supplies

Action **6**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide for academic field trips and guest speakers to all students. This will enhance student understanding in a broad course of study. (7a, b, c, 8a)		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$42,100.00	Amount: \$40,945.00	Amount: \$39,825.00
Source: LCFF SC	Source: LCFF SC	Source: LCFF SC
Budget Reference: Supplies and Consulting Services	Budget Reference: Supplies and Consulting Services	Budget Reference: Supplies and Consulting Services

New

Modified

Unchanged

Goal 2

Provide for Fine Arts and Music.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

Stakeholders feel that students should have more exposure to music, dance and art. This exposure should also be in public performances.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Fine Arts Participation	60%	70%	75%	80%
Public Performances	4 per year	5	6	6

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
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The district will hire a music, dance, violin, piano and choir teacher to develop and implement the fine arts and music program. This would include classroom time, before/after/during school along with summer, and instructional materials (instruments and other materials). (7c)		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$36,829.00	Amount \$36,829.00	Amount \$130,890
Source LCFF SC	Source LCFF SC	Source LCFF SC

Budget Reference

Supplies and Salaries and Benefits

Budget Reference

Supplies and Salaries and Benefits

Budget Reference

Supplies and Salaries and Benefits

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

Students will participate in fine art performance activities. These would include talent show, parades, competitions, winter programs and county office exhibitions. (7c)

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

No Additional Cost

Amount

No Additional Cost

Amount

No Additional Cost

Source

Source

Source

Budget Reference

Budget Reference

Budget Reference

New Modified Unchanged

Goal 3

Provide a positive school climate to help foster student achievement.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

According to stakeholders we need to have more parent involvement as we have only a small percentage attend. Referrals are over 10 per day and need to decrease. William's-Valenzuela Act violations are not to occur. Attendance needs to remain above 94%.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Total number of referrals for discipline.	600	575	550	525
All parents, including parents of exceptional students, attending events.	30 per event	40 per event	50 per event	60 per event
Williams-Valenzuela Act	0 findings	0 findings	0 findings	0 findings
Staff After-hour events	1 per year	2 per year	3 per year	4 per year
Attendance Rate	94%	95%	96%	96.5%
Chronic Absenteeism rate	46 students	42 students	.37 students	32 students
Suspension rate	120 suspensions	110 suspensions	100 suspensions	90 suspensions
Facility Inspection Tool (FIT)	Fair	Good in all areas	Good in all areas	Good in all areas
Middle School Dropout Rate	0%	Maintain 0%	Maintain 0%	Maintain 0%
Expulsion Rate	0%	Maintain 0%	Maintain 0%	Maintain 0%

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide incentives, award assemblies, and other recognition awards that will affect attendance, suspension, expulsions and dropout rate. (6a, b)		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$14,450.00	Amount: \$14,450.00	Amount: \$14,450.00
Source: LCFF SC	Source: LCFF SC	Source: LCFF SC
Budget Reference: Materials and Supplies	Budget Reference: Materials and Supplies	Budget Reference: Materials and Supplies

Action **2**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
All staff will be offered professional development that focus on student achievement (Language arts/ELD and Mathematics), safety, instructional strategies, classroom management, positive reinforcement, and/or technology. (6a, b)		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: See Goal 1 Action 4	Amount: See Goal 1 Action 4	Amount: See Goal 1 Action 4
Source:	Source:	Source:
Budget Reference:	Budget Reference:	Budget Reference:

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Increase parental involvement through classroom visitations, Breakfast with the Principal, parenting classes, student programs for parents, including those with special needs. (3a, b, c)		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$870.00	Amount: \$870.00	Amount: \$870.00
Source: Title I	Source: Title I	Source: Title I
Budget Reference: Materials and Supplies	Budget Reference: Materials and Supplies	Budget Reference: Materials and Supplies
Amount: \$14,570.00	Amount: \$14,570.00	Amount: \$10,000.00

Source	LCFF SC	Source	LCFF SC	Source	LCFF SC
Budget Reference	Materials and Supplies	Budget Reference	Materials and Supplies	Budget Reference	Materials and 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
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
District will maintain the campus to the requirements of the Williams-Valenzuela Act (FIT report) by having sufficient curriculum for every student, properly certified and placed teachers and safe facilities. (1c)		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
\$1,993,584.00	\$1,993,584.00	\$1,993,584.00

Source	LCFF BASE	Source	LCFF BASE	Source	LCFF BASE
Budget Reference	Supplies, Salaries, Benefits, Services	Budget Reference	Supplies, Salaries, Benefits, Services	Budget Reference	Supplies, Salaries, Benefits, Services

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
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The district will provide for staff, student and family events like classroom visit days, monthly parent meetings, SSC, ELAC, Migrant Pac, Parent Institutes, testing meetings, Breakfast with the Principal, categorical meetings, etc. This will include families with students of special needs. (3c)		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$52,479.00	Amount \$52,479.00	Amount \$52,479.00

Source	Title I	Source	Title I	Source	Title I
Budget Reference	Salaries and Benefits	Budget Reference	Salaries and Benefits	Budget Reference	Salaries and Benefits
Amount	\$744,872.15	Amount	\$670,001.15	Amount	\$697,273.87
Source	LCFF SC	Source	LCFF SC	Source	LCFF SC
Budget Reference	Salaries and Benefits	Budget Reference	Salaries and Benefits	Budget Reference	Salaries and Benefits

New Modified Unchanged

Goal 4

Provide Staff with Professional Development.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

The Richgrove teaching staff is in need of more training in instructional strategies and from instructional coaches. As per bargaining agreement all staff must now attend at least two PD's per school year.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Professional Development Attendance	2 per year per 80% of teachers	2 per year 90% of teachers	2 per year 100% teachers	2 per year 100% teachers
Instructional Coaches	ELD and Math	ELD and Math	ELD, Math, Science	ELD, Math, ELA and Science
Fully credentialed and appropriately assigned teachers.	95% of our staff is credentialed and placed appropriately	95%	95%	100%

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
All staff will be offered professional development that focus on student achievement (Language arts/ELD and Mathematics), safety, instructional strategies, classroom management, positive reinforcement, and/or technology. (1a)		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: See Goal 1 Action 4	Amount: See Goal 1 Action 4	Amount: See Goal 1 Action 4
Source:	Source:	Source:

Budget Reference

Budget Reference

Budget Reference

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
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
All staff will work with County Office Academic Coaches at various times of the year. (1a)		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$15,200.00	Amount: \$15,200.00	Amount: \$15,200.00
Source: Educator Effectiveness	Source: Title II	Source: Title II
Budget Reference: Professional Consulting Services	Budget Reference: Professional Consulting Services	Budget Reference: Professional Consulting Services

New

Modified

Unchanged

Goal 5

Provide Technology to Students and 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

Richgrove believes in the positive role technology plays in academic information acquisition. Our goal is to be a 1 to 1 school with devices and have the proper staffing for maintenance and PD in technology.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Classroom technology	70% classroom equality	80% classroom equality	90% classroom equality	100% classroom equality
Technicians	2.75	2.75	2.5	2.5
Teacher-Tech Coach	2	2	2	2

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
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Purchase devices for teacher instructions and for student learning and provide access to standards aligned material. (8a, 1b, 7a, b, c)		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$139,250.00	Amount: \$135,073.00	Amount: \$111,020.00
Source: LCFF SC	Source: LCFF SC	Source: LCFF SC
Budget Reference: Materials, Supplies, Non-Capital Assets	Budget Reference: Materials, Supplies, Non-Capital Assets	Budget Reference: Materials, Supplies, Non-Capital Assets

Action **2**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide staffing in the area of technology support and increase online instruction material for student learning. (8a, 1b, 7a, b, c)		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$283,668.00	Amount: \$200,949.00	Amount: \$209,690.28
Source: LCFF SC	Source: LCFF SC	Source: LCFF SC
Budget Reference: Salaries and Benefits	Budget Reference: Salaries and Benefits	Budget Reference: Salaries and Benefits

Amount	0	Amount	\$82,719.00	Amount	\$82,719.00
Source		Source	LCFF BASE	Source	LCFF BASE
Budget Reference		Budget Reference	Salaries and Benefits	Budget Reference	Salaries and Benefits

New Modified Unchanged

Goal 6

Improve English Learner Language Acquisition and Achievement.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

Based on Benchmark exams and state assessments our EL population scores below comparable schools. The staff needs a more consistent EL assessment that closely resembles CELDT and ELPAC. Less than 50% of the staff has attended EL training in the last 5 years. Also needed an EL coach on campus to assist our staff with instruction, scoring and data analysis.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ELD Curriculum and Assessments	All Staff had access	All Staff had access	All Staff had access	All Staff had access
Core Curriculum with ELD Components	Not in place	All staff have access/copies	All staff have access/copies	All staff have access/copies
PD in ELD	Less than 50%	75%	85%	100%
Campus EL Coach	1	1	1	1
Student Progress in EL	56%	58%	60%	62%
Reclassification of EL Students	65%	67%	69%	71%

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Purchase and implement standards based stand-alone EL instructional materials/technology and increase EL language proficiency and reclassification rate. (2a, b., 4d, e)		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$1,000.00	Amount: \$1,000.00	Amount: \$1,000.00
Source: Title I	Source: Title I	Source: Title I
Budget Reference: Materials and Supplies	Budget Reference: Materials and Supplies	Budget Reference: Materials and Supplies

Amount	\$5,300.00	Amount	\$5,300.00	Amount	\$5,300.00
Source	Title III	Source	Title III	Source	Title III
Budget Reference	Materials and Supplies	Budget Reference	Materials and Supplies	Budget Reference	Materials and Supplies

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
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The district will purchase standard's based curriculum and assessments for English language arts, mathematics with an ELD component that will increase reclassification and language proficiency rate. (1b, 2a, b, 4d, e)		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount See Goal #1 Action 5	Amount See Goal #1 Action 5	Amount See Goal #1 Action 5

Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action **3**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
All staff will be offered professional development that focus on student achievement (Language arts/ELD and Mathematics), safety, instructional strategies, classroom management, positive reinforcement, and/or technology to decrease suspension and expulsion rates. (1b, 2a, b, 6a, b, 7a, b, c, 8a)		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
See Goal #1 Action 5	See Goal #1 Action 5	See Goal #1 Action 5

Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action **4**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide for EL Coach that will monitor and support progress towards language proficiency and reclassification of ELs. (4d, e)		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$125743.84	Amount: \$125,743.84	Amount: \$131,213.70
Source: LCFF SC	Source: LCFF SC	Source: LCFF SC
Budget: Salaries & Benefits	Budget: Salaries & Benefits	Budget: Salaries & Benefits

Reference		Reference		Reference	
Amount	\$1,500.00	Amount	\$1,500.00	Amount	\$1,500.00
Source	Title I	Source	Title I	Source	Title I
Budget Reference	Salaries & Benefits	Budget Reference	Salaries & Benefits	Budget Reference	Salaries & Benefits

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 1,655,783.00

Percentage to Increase or Improve Services:

35.04 %

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, Richgrove Elementary School District has calculated that it will receive **\$1,655,783.00** 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 **35.04%**. Richgrove Elementary has demonstrated the district is meeting its minimum proportionality requirement by expenditure of the total 2017-18 Supplemental and Concentration Grant funding for qualifying purposes as listed on Attachment A.

Richgrove Schools unduplicated students are the majority of our campus population. Those students will receive **35.04%** more services proportionately than the students that do not fall in the unduplicated population. In addition to the school wide services provided to all students, the School will additionally provide for those students by making sure all have access to technology in any classes that may be out of the core classes. Intervention and ELL students will each be provided with technology devices when they attend their core class or pull out services. The unduplicated students will have instructional aides hired by the school to assist them in both pull out settings and in the core class. While in some of these classes this population will have access to curriculum (textbook and online), practice and assessments. They may also be instructed by a staff person that was hired to serve this population. These students also have priority enrollment in intercession classes in the summer, winter and afterschool. Along with technology, extra instructional time and staffing, this population of students has access to more online reading content, textbooks and trade books. Having access to more curriculum will allow for students to acquire more information in a way that is easier for them to understand. Technology modifications and equipment has been purchased to assist this population in being more successful in school. Richgrove School will continue to work to make sure that our unduplicated count students will receive increased services that match the proportionality percentage increase of **35.04%**. Planned expenditures are listed on Attachment A.

Due to the fact that our unduplicated student population is above 93%, Richgrove provides a variety of services to the entire school student population. These actions and services include staff PD and coaching, supplemental curriculum, academic enrichment, parent involvement opportunities, fine arts and modern technology. Actions and services in these areas are designed with the academic and social needs of our unduplicated pupils in mind and are principally directed at these students to meet the state priority areas within our six District goals.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Budget Summary

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

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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