

# 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	Saucelito Elementary School District		
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## 2017-20 Plan Summary

### THE STORY

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

Our vision is to prepare our students to assume responsibility to plan, design, and build the future by providing a learning environment which is 21<sup>st</sup> Century oriented and is centered on students which incorporates the direction of teachers, and support of family and community. Saucelito is a single K-8 school district that serves 89 students. Our school culture is positive and welcoming for students, staff, and parents. Saucelito is a safe school where learning processes are not interrupted by outside influences or discipline issues. Saucelito has a fair discipline policy, which is clearly understood and supported by staff, students, and parents; we have had no student suspensions or expulsions in the past 5 years, which is a clear indication of our school climate. Student engagement is a crucial component for student success. Saucelito's desire is to involve students as active participants in their education by providing them with project based learning opportunities, test chats with students, and cross-curricular activities. We welcome parents in classrooms as volunteers and regularly hold school activities that need parent participation. Saucelito School is dedicated to student success by providing student, staff, parent, and community involvement and collaboration.

### LCAP HIGHLIGHTS

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

This year's LCAP builds upon successful practices of the last three years to address increasing student achievement schoolwide and for all subgroups. It also includes deepening and expanding implementation of state academic content and performance standards with the exploration phase of the Next Generation Science Standards.

	<b>Supplemental and concentration grant funds</b>	<b>Other funds</b>
Goal 1: Student Achievement: Improve student achievement schoolwide and for all subgroups in all components of the broad course of study to achieve state and local targets for proficiency and preparation for success in high school and beyond. Close the achievement gap between top performing subgroups and other subgroups	\$ 73,245	\$315,593
Goal 2: Engagement: Involve all students and their parents in curricular, co-curricular and extracurricular activities to assure maximum engagement in the schooling process. Assure that all parents, including parents of unduplicated count subgroups, have access to and participate in school and district decision-making processes.	\$ 17,081	
Goal 3: State Standards: Deepen implementation of the Common Core State Standards schoolwide and begin review and evaluation of implementation of other state content and performance standards including Next Generation Science Standards	\$ 36,420	\$ 10,000

## 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.

Previous years' LCAPs have focused on implementation of state standards, improvement in all eight state priorities, and improvement of technology resources to address the digital skills embedded in the Common Core and today's vision of college and career readiness. Local evaluation confirms that Saucelito has accomplished full implementation of the state's Common Core standards in English Language Arts, Mathematics, and English Language Development. We plan to maintain and build upon this success with professional development in the broad curriculum expanding to the Next Generation Science Standards and continued commitment to providing a teaching/learning array of services that meet the diverse needs of our students.

## GREATEST PROGRESS

In the state Dashboard indicator of "suspension rate", Saucelito is "blue" because we have had no suspensions in the past five years. We plan to maintain this success through continuing to provide a supportive learning environment for all of our students and engaging every student and parent in the teaching/learning process.

We also want to note that Saucelito School students have always performed at very high levels in the state testing system. In 2015, the first year of the new system, Saucelito's ninety students scored higher schoolwide and for every subgroup than their peers statewide in both English Language Arts and

Mathematics. Those scores dropped significantly in 2016 testing due to the sudden death of a beloved 5<sup>th</sup>-6<sup>th</sup> grade teacher a week before testing began. This significant drop resulted in a “red” indicator in state testing on the state’s accountability “Dashboard”. It is very important to note that our English learner subgroup still scored significantly higher than English learners statewide in ELA with 38% of Saucelito English learners meeting or exceeding standards while only 13% of English learners statewide achieved at this level. Also, in mathematics, both schoolwide and all subgroups at Saucelito outperformed their statewide peers. We are confident that our scores will return to their very high 2015 levels and Saucelito will earn a much higher score on this indicator next year. We will continue to attain high achievement scores by providing high quality teaching/learning programs and services in our school.

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

## GREATEST NEEDS

The LCFF state Dashboard rubrics identifies Saucelito in “red” in multiple categories. These include schoolwide and all subgroups in CAASPP performance in English Language Arts and Mathematics because of the drop in scores from 2015 to 2016. A week before testing in 2016, the small school suffered the loss of a longterm teacher who was loved by the students. Counselors and parents were on hand to help students through the grieving process at the same time as state testing was going on. This had a severe impact on students’ ability to focus on state testing. All scores dropped significantly, resulting in a “red” student performance indicator.

We are confident scores for 2017 testing will return to the level of 2015 in which Saucelito school and all of its subgroups scored higher than the state in both English Language Arts and Mathematics. Steps taken to assure this include renewed emphasis on differentiated instruction, deepened professional development, and local benchmarking to assure that students are meeting standards.

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

As described above, performance gaps in terms of “red” indicators exist in English Language Arts and Mathematics.

Beyond that, it is critical for districts and schools to understand and address “achievement gaps”. The purpose of the new state funding system is to allocate greater resources to schools and districts with high concentrations of “unduplicated count” students (low income, English learners, and foster youth) in order to close achievement gaps between these subgroups and higher performing white and Asian students. Even though, as stated above, Saucelito students have traditionally scored higher than their statewide peers in state achievement testing, there are achievement gaps between subgroups which we must address---first at our own school and then as compared to the state. The goal is that there should be no difference in academic achievement simply because of a student’s subgroup. At Saucelito School, our goal is to close those gaps. In 2016, the gap between subgroups was as follows:

	2016 English Language Arts		2016 Mathematics	
	Saucelito	Gap	Saucelito	Gap
<b>all students</b>	29%		38%	

<b>white</b>	48%		52%	
<b>Hispanic</b>	16%	32 points lower	30%	22 points lower
<b>Low Income</b>	15%	33 points lower	28%	24 points lower
<b>EL</b>	38%	10 points ower	45%	7 points lower

In order to close the local achievement gap in English Language Arts, an additional 32% of Hispanic students, 33% of low income students, and 10% of English learners must meet or exceed standards. I Mathematics, an additional 22% of Hispanic, 24% of low income, and 7% of English learners must meet or exceed standards.

Saucelito is addressing these gaps with an aggressive approach to providing every student interaction with teachers who are highly trained and supported in their classroom efforts; an instructional program that includes differentiated instruction to meet student needs; participation in a broad course of study that challenges every student to succeed; technology resources and other resources to support student learning regardless of socioeconomic background; extended learning experiences (tutoring, co-curricular learning, and project-based learning) to identify and fill in gaps in knowledge and skills; and meaningful parent involvement in schooling.

## **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.

Services for low income and English learners are significantly increased in curriculum and instruction, including: experiential learning, extended learning, English language Development, and differentiated instruction. Technology, essential in today's academic and employment worlds, is expanded and enhanced to assure that students who are not able to access these tools at home have easy access at school. Support for increased parent involvement and involvement in school and district decision-making continues to expand.

**BUDGET SUMMARY**

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

**DESCRIPTION**

**AMOUNT**

Total General Fund Budget Expenditures for LCAP Year

\$ 1,088,514

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

\$ 452,339

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.

All General Fund Budget Expenditures specified above for the LCAP year and directly impacting accomplishment of specific LCAP goals are included in the LCAP. Other General Fund expenditures, such as maintenance and custodial staff and supplies, home-to-school transportation, contracts for services such as Special Education, and others, each contribute to the overall effectiveness of the Saucelito district and school operations.

\$ 897,515

Total Projected LCFF Revenues for LCAP Year

# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 1

Goal 1: Student Achievement: Improve student achievement schoolwide and for all subgroups in all components of the broad course of study to achieve state and local targets for proficiency and preparation for success in high school and beyond. Close the achievement gap between top performing subgroups and other subgroups.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

A. Student data schoolwide and for each subgroup will demonstrate student academic growth of 5% as measured by the following means: Student CCSS report cards, quarterly benchmark tests, CELDT, quarterly benchmarks, Dibels, and state assessments.

#### ACTUAL

School data schoolwide and for each subgroup confirms growth of 5%+ in all areas except state assessment. Saucelito state assessment scores were as follows and did not increase 5%:

	target	actual	Change +/-
CAASPP meeting/exceeding standards			
ELA schoolwide [R]	51%	29%	-22%
ELA White [R]	85%	48%	-37%
ELA Hispanic [R]	43%	16%	-27%
ELA disadvantaged [R]	49%	15%	-34%
ELA English learners [R]	46%	38%	-8%
Math schoolwide [R]	53%	38%	-15%
Math White [R]	66%	52%	-14%
Math Hispanic [R]	48%	30%	-18%
Math disadvantaged [R]	49%	28%	-21%
Math English learners [R]	53%	45%	-8%

- B. Saucelito subgroups with an achievement gap statewide will close the gap in a five-year period of 2016-17, 2017-18; 2018-19; 2019-20 and 2020-21 at a rate of 5% per year.
- C. Annual Reclassification Rate Increase of Students in the District > 3 years= 25% and the Saucelito meets state and federal expectations on Annual Measurable Achievement Objectives (AMAOs)
- D. Schoolwide and for each subgroup, meet annual expectations of student achievement and student engagement (attendance rates, chronic absenteeism rates, suspension and expulsion rates) targets set by the State Board of Education
- E. As a result of effective hiring and retention practices and high quality professional development provided, all teachers will continue to be appropriately assigned, properly credentialed for the grade level and subject they teach, and highly qualified.

B. Saucelito scores on statewide testing did not meet targets of closing achievement gaps with statewide peers.

C. Annual Reclassification Rate:  
Target=30%; actual=25% target not met

D. Saucelito  
Attendance rate target=90%; actual =89.93%; target not met  
Chronic absenteeism rate target =meet state expectations;  
actual = n/a target not met  
suspension and expulsion rate= 0 suspensions and 0 expulsions;  
target met.

E. All teachers are appropriately assigned, properly credentialed for the grade level and subject they teach, and highly qualified.

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**

	PLANNED	ACTUAL
Actions/Services	#1.1 Provide additional math and reading programs for students: Dibels, Renaissance Learning (Accelerated Math and Reading Program) and Moby on-line Math and Reading.	Provided Accelerated Reading/Math, Moby Max- -Staff decided that Front Row on-line curriculum was more beneficial and engaging for students and will replace Moby Max next year.



Expenditures	<b>BUDGETED</b> instructional materials Budget \$5,000 Source Lottery Prop 20	<b>ESTIMATED ACTUAL</b> \$5000 Lottery Proposition 20 for instructional materials
Action	<b>2</b>	
Actions/Services	<b>PLANNED</b> #1.2 Continue to deepen professional knowledge of teachers through professional development	<b>ACTUAL</b> Attended Small schools training for EL teaching strategies
Expenditures	<b>BUDGETED</b> TCOE consultants for training at Budget \$850 per day Source Title I	<b>ESTIMATED ACTUAL</b> No expenditures were needed for this activity
Action	<b>3</b>	
Actions/Services	<b>PLANNED</b> # 1.3 Provide adequate materials for classroom achievement (paper, pencils, etc.) and additional materials for project based learning.	<b>ACTUAL</b> Provided students with physical education equipment, Art supplies, tables and chairs for collaborative learning opportunities, Science and STEM supplies
Expenditures	<b>BUDGETED</b> instructional materials and supplies Budget \$39,800 Source LCFF S/C	<b>ESTIMATED ACTUAL</b> instructional materials and supplies Budget \$39,800 Source LCFF S/C
Action	<b>4</b>	
Actions/Services	<b>PLANNED</b> # 1.4 Instructional staff: Maintain highly qualified teachers trained in common core. 5 teachers	<b>ACTUAL</b> 5 qualified teachers continue to be employed by District
Expenditures	<b>BUDGETED</b> teachers salaries and benefits Budget \$334,750 Source LCFF base	<b>ESTIMATED ACTUAL</b> teachers salaries and benefits Budget \$334,750 Source LCFF base

<p>Actions/Services</p>	<p><b>PLANNED</b> # 1.5 Two Fulltime teacher’s aides will work with all students who are performing below expectations, including English Learners in all classrooms to improve academic achievement in ELA/ELD and Mathematics.</p>	<p><b>ACTUAL</b> 2 aides worked with EL's and low performing students as identified through CELDT , state testing, and District data.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> salary and benefits of instructional aide Budget \$26,235 LCFF S/C and \$1,000 federal funding Title I</p>	<p><b>ESTIMATED ACTUAL</b> salary and benefits of instructional aide Budget \$26,500 LCFF S/C and \$1,000 federal funding Title I</p>

## Goal 1

### ANALYSIS

**Student Achievement:** Improve student achievement schoolwide and for all subgroups in all components of the broad course of study to achieve state and local targets for proficiency and preparation for success in high school and beyond. Close the achievement gap between top performing subgroups and other subgroups.

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

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

Overall, the planned actions and services were carried out as planned. The superintendent monitored implementation and reported progress monthly to all stakeholders.

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

Based on student performance and local evaluation, actions and services had positive impact on student learning. Saucelito measured the effectiveness of actions and goals through a detailed local survey of teachers, parents, and students as validated by the principal’s careful monitoring of lesson plans and classroom observations as well as examination of factors and indicators reported in the state School Dashboard. Results, such as local benchmarking and teacher lesson plans confirm that actions were highly effective in their impact on student achievement.

During the base year of 2015 testing, every Saucelito subgroup outperformed their statewide peers. In the 2016 testing year, student scores at Saucelito were severely impacted by the sudden death, the week before testing began, of a teacher who had been at the school for many years. In addition to the impact of this on students, it should be noted that student scores statewide also declined for many subgroups of students. Language Arts was more impacted than Mathematics where Saucelito students continued to perform at high levels. Actions and services aligning curriculum to

state standards, especially in English Language Development, have had a positive impact on all students and especially on English learners.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between budgeted and actual expenditures.

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

Upon meeting with the teaching staff and reviewing student data reports, such as SBAC scores, Star Reading and Math, Lexia reports, and our current LCAP goals and functions, it was determined that several modifications needed to be made to our LCAP. In Goal 1: Student Achievement, the following changes will be implemented: the staff unanimously voted to purchase the site license for Front Row, an online math, reading, social studies, and science site that offers targeted instruction, adaptive practice, and inquiry based lessons for the 2017-18 school year as a replacement for Moby Max. This was decided after teachers piloted the free version of this program in the Spring of 2017. With the clarification provided by the new state "Dashboard" report on the accountability system, metrics for this goal will be modified to better align with state indicators and reporting methods. For example, student achievement scores will be reported as distance from level three.

# Goal 2

Goal 2: Engagement: Involve all students and their parents in curricular, co-curricular and extracurricular activities to assure maximum engagement in the schooling process. Assure that all parents, including parents of unduplicated count subgroups, have access to and participate in school and district decision-making processes.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

- A. Participation in Parent Conferences and Events will average 87%, as measured by sign-in sheets, parent surveys, and teacher observation.
- B. Parent training opportunities and opportunities to be involved in the district decision-making progress will increase by two events
- C. Daily attendance rate schoolwide and for all subgroups will average 97.3%
- D. SARB Referrals Less than 10% of Enrollment as a result of lowering chronic absenteeism rate, truancy rate, suspension rate and expulsion rate schoolwide and for all subgroups.

### ACTUAL

- A. Participation= 95%; target achieved
- B. Parent training = increased by two to a total of six; target achieved
- C. Daily attendance= 98%; target achieved
- D. SARB referrals: rate=0; target achieved

## 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><b>PLANNED</b></p> <p># 2.1 Provide continued parent services such as homework and technology workshops as a means of additional parent/student support. Materials and supplies for parent education</p>	<p><b>ACTUAL</b></p> <p>Purchased parent-school connect newsletters and nutrition nugget newsletters to send out with monthly newsletters.</p>
Expenditures	<p><b>BUDGETED</b></p> <p>materials for parents Budget \$460 Source LCFF S/C</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>\$460 LCFF/SC for Materials &amp; Supplies</p>

Action **2**

Actions/Services	<p><b>PLANNED</b></p> <p># 2.2 Continue to provide students with project based learning opportunities. -Student supplies for project based learning and classroom assignments</p>	<p><b>ACTUAL</b></p> <p>purchased student materials for engaging project based learning opportunities, including updating our School Garden.</p>
Expenditures	<p><b>BUDGETED</b></p> <p>supplies Budget \$19,500 LCFF S/C</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>19,000 LCFF/SC for Materials &amp; Supplies</p>

Action **3**

Actions/Services	<p><b>PLANNED</b></p> <p># 2.3 District will continue to provide students with interactive learning opportunities: -Professional Development for CCSS and Project based Learning</p>	<p><b>ACTUAL</b></p> <p>county provided ELA and Math trainings through our Co-op</p>
Expenditures	<p><b>BUDGETED</b></p> <p>-TCOE consultant fees Budget \$850 per day Source Title I</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>\$0 (funded through participation in Tulare County Co-op)</p>

Action **4**

Actions/Services	<p><b>PLANNED</b></p>	<p><b>ACTUAL</b></p> <p>provided site license for students in grades 1-6 with Lexia, as well as, low-performing and EL students in grade 7 and 8.</p>
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# 2.4 To improve student engagement in classroom activities, district will continue to provide interactive materials (Lexia) and online activities

**BUDGETED**

instructional materials and online licenses Budget  
\$4,200 Source LCFF S/C

**ESTIMATED ACTUAL**

\$4,700 LCFF/SC for instructional materials

Expenditures

## 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.

Held multiple formal parent conference days during which teachers and parents engaged in meaningful discussion of student accomplishments and continuing needs. Held multiple parent participation events to engage parents and students together in the Saucelito school community. Assisted parents with learning and understanding the new technology resources at the school and the embedded technology skills required by the new state standards and state testing system. Teachers assigned and facilitated multiple project-based learning units in their classrooms resulting in increased hands-on learning and higher order thinking skills, especially application of classroom learning. Teachers differentiated instruction based on student learning needs using materials and online resources purchased and/or licensed in this goal.

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

Teachers report that the actions and services provided have a very high degree of direct impact on increasing student engagement and achievement. Project-based learning has empowered teachers and students to learn and practice higher order thinkin skills and to improve literacy skills throughout the broad course of study. Students report that these activities make learning enjoyable and make lessons more understandable. State indicators of attendance, and related state indicators confirm that students are engaged in school and learning.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences in budgeted and actual expenditures. Professional development was provided as a service in the district's contract with the Tulare County Co-Op.

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.

Upon meeting with the teaching staff and reviewing student data reports, such as SBAC scores, Star Reading and Math, Lexia reports, and our current LCAP goals and functions, it was determined that a modification needs to be made to our LCAP. In Goal 2: Student Engagement, the following change will be implemented: Lexia Learning will be funded through S/C grants as it was

found that students still need additional support in reading, offering a leveled form of instruction to meet the needs of all students.

## Goal 3

Goal 3: State Standards: Full implementation of the Common Core State Standards schoolwide by the beginning of the 2017-18 academic year

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

- A. Implementation in ELA and Math at 85% as measured by review of lessons plans and student work samples
- B. Follow-up training in ELA , Math and ELD standards successfully completed by all teachers as measured by professional development logs, sign-in sheets and evaluation of training sessions by teachers
- C. SBE adopted ELA and ELD texts and materials fully implemented in all classes.
- D. Expanded science and history/social science supplemental materials fully implemented in all classes
- E. Monthly review of effective strategies for implementation accelerates implementation by all teachers as measured by

#### ACTUAL

- A. Target met: Implementation of CCSS ELA/ELD and Math: Local and state indicators confirm implementation at 90%.
- B. Target met: Follow-up training: All teachers successfully completed and are implementing follow-up training.
- C. Target met: State adopted texts purchased, teachers trained and implementing schoolwide.
- D. Target met: Supplementary materials purchased and being implemented in Science and History/Social Science.
- E. Target met: Monthly review confirms that all teachers are successfully implementing effective strategies in CCSS

teacher and principal observation, formative assessments, and professional development logs

F. Project based learning units increase in use by teachers (2 units per teacher) as a result of training provided as measured by review of lesson plans and completion of student projects

G. Improvements in facility and technology infrastructure will result in continued high quality facility that meets or exceeds state requirements and in a student learning environment that is conducive to success in school-related work.

ELA/ELD and Math resulting in increased student knowledge and academic literacy skills.

F. Target met: Principal's monthly review and teacher sureys confirm that all teachers have been trained in project-based learning and are implementing at least two units per teacher.

G. Target met: Local evaluation confirms that facility improvements exceed state requirements and have resulted in a learning environment that is conducive to success in school-related work.

ACTIONS / SERVICES

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

Action **1**

Actions/Services	<p>PLANNED</p> <p>#3. 1: Provide teachers with technology professional development</p>	<p>ACTUAL</p> <p>District was unable to send teachers to tech training due to conflicting schedule. Will send 4 teachers for Google classroom training next year.</p>
Expenditures	<p>BUDGETED</p> <p>TCOE consultant fees provided at Budget \$850 per day Source Title I</p>	<p>ESTIMATED ACTUAL</p> <p>\$0.</p>

Action **2**

Actions/Services	<p>PLANNED</p> <p>#3.2: Purchase of supplemental science and social studies materials and consumable CCSS adopted Math and ELA</p>	<p>ACTUAL</p> <p>Purchased newly adopted ELA and additonal Science, Math and Social Studies textbooks for new students.</p>
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Expenditures	<b>BUDGETED</b> textbooks and instructional materials Budget \$10,000 Source LCFF S/C	<b>ESTIMATED ACTUAL</b> \$10,076 LCFF S/C for textbooks and instructional materials
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Action **3**

Actions/Services	<b>PLANNED</b> # 3.3: Monthly staff professional learning time to examine student achievement, identify areas of need, and develop improvement strategies will continue.	<b>ACTUAL</b> Professional Learning Community staff meetings held bi-monthly
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Expenditures	no additional costs;	<b>ESTIMATED ACTUAL</b> No additional costs
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Action **4**

Actions/Services	<b>PLANNED</b> 3. 4: Further improve technology infrastructure as needed and reduce computer to student ratio in order to assure that students are proficient in the technology skills and knowledge embedded in CCSS	<b>ACTUAL</b> Purchased 45 chromebooks and 2 charging carts- \$38,775. maintained computers- \$6,000. Purchased 2 ports\$-488.22
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Expenditures	<b>BUDGETED</b> computers Budget \$43211 Source LCFF S/C	<b>ESTIMATED ACTUAL</b> \$45,263 LCFF S/C for computers
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# 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.

Upon approval of the LCAP, the superintendent/principal set up a workplan and calendar to implement actions of this goal. Materials were purchased, training calendared when possible, and technology purchased as planned.

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

The district has established an evaluation system that uses teacher, parent, and student surveys and a monitoring system by the superintendent/principal. This evaluation is intended to determine to what degree Saucelito is implementing all state content and performance standards. All targets were achieved. Saucelito is faithfully and effectively implementing the state's CCSS in ELA, Mathematics, and ELD as demonstrated by review of teacher lesson plans.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between actual and budget. Where training was available as part of Saucelito's Co-Op agreement with the Tulare County Office of Education, this was the preferred method.

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

The district also used parent and student input via parent and student surveys and SSC meetings to guide further decision making in Goal 3: Implementation of Common Core Standards. Parents felt that our plans for implementing a 1:1 computer ratio was in the best interest of the students to prepare them for 21<sup>st</sup> Century learning; therefore, 1 additional charging cart with 24 laptops will be purchased for first and second graders. The District is also adopting state adopted ELA curriculum, Houghton Mifflin Journeys and will fund this through S/C grants to meet the goal of CCSS implementation. All remaining goals and functions will remain in place as they were determined by all stakeholders to an effective use of S/C grant funding.

# 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?

Saucelito Elementary School has outlined a plan to actively involve all stakeholders in the development of the Saucelito Local Control Accountability Plan (LCAP). In addition to updating the staff as to the progress of goals at monthly staff meetings and School Site Council Meetings the involvement process also included:

1. Staff Surveys (Classified, Certificated) –(April 2017)
2. Staff input on Annual Update –(April staff meeting 2017)
3. Board Meetings /Annual Update input- (Aug. 2016-June 2017)
4. Parent Involvement Meetings- (Aug. 2016-May 2017 Parent Club mtgs.)
5. Parent review of Annual Update- (May 2017)
6. Careful review of District Data: Local Benchmarks, CELDT scores, Common Core Report Cards, Science CST scores, and the most recent CST data- (April Staff meeting 2017)
7. The District held numerous meetings and distributed parent, student, and staff surveys –  
(April 2017) Note: The district has no bargaining unit.

The following materials, resources and data collections were used to help educate stakeholders and determine the focus priorities.

### Resource/Material/Purpose

TCOE PowerPoints/Educate

WestEd Channel/ Educate

CST Data for All Groups-3 Years/ Data

Attendance Rate – 3 Years-/Data

CELDT Results/ Data

Reclassification Rates/ Data

Local Benchmarks-/Data

Results from LCAP Surveys-/Resource

## IMPACT ON LCAP AND ANNUAL UPDATE

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

Upon meeting with the teaching staff and reviewing student data reports, such as SBAC scores, Star Reading and Math, Lexia reports, and our current LCAP goals and functions, it was determined that several modifications needed to be made to our LCAP. In Goal 1: Student Achievement, the following changes will be implemented: the staff unanimously voted to purchase the site license for Front Row, an online math, reading, social studies, and science site that offers targeted instruction, adaptive practice, and inquiry based lessons for the 2017-18 school year as a replacement for Moby Max. This was decided after teachers piloted the free version of this program in the Spring of 2017. In Goal 2: Student Engagement, the following changes will be implemented: Lexia Learning will be funded through S/C grants as it was found that students still need additional support in reading, offering a leveled form of instruction to meet the needs of all students. The district also used parent and student input via parent and student surveys and SSC meetings to guide further decision making in Goal 3: Implementation of Common Core Standards. Parents felt that our plans for implementing a 1:1 computer ratio was in the best interest of the students to prepare them for 21<sup>st</sup> Century learning; therefore, 1 additional charging cart with 24 laptops will be purchased for first and second graders. The District is also adopting state adopted ELA curriculum, Houghton Mifflin Journeys and will fund this through S/C grants to meet the goal of CCSS implementation. All remaining goals and functions will remain in place as they were determined by all stakeholders to an effective use of S/C grant funding.

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

New                       Modified                       Unchanged

### Goal 1

Student Achievement: Improve student achievement schoolwide and for all subgroups in all components of the broad course of study to achieve state and local targets for proficiency and preparation for success in high school and beyond. Close the achievement gap between top performing subgroups and other subgroups.

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

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

[Identified Need](#)

Achievement gaps exist at school between the highest performing subgroup and other subgroups. Achievement gaps also exist between Saucelito subgroups and statewide performance.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline 2016-17	2017-18	2018-19	2019-20
Credentialed Teacher Rate [R]	100%	100%	100%	100%
Credentialed Teacher teaching outside of subject area rate [R]	0%	0%	0%	0%
teacher misassignment rate [R]	0%	0%	0%	0%
teacher of English learners misassignment rate [R]	0%	0%	0%	0%
Most recently adopted textbooks rate [R]	100%	100%	100%	100%
Overall facility rating [R]	good	good	good	good

student lacking own copy of textbook rate [R]	0%	0%	0%	0%
CCSS English Language Arts/ English Language Development and Math [R] (using identifiers from state implementation survey)	Full implementation	full implementation and sustainability	full implementation and sustainability	full implementation and sustainability
CAASPP ELA at or above level three schoolwide [R]	47.3 points below	37 points below	27 points below	17 points below
CAASPP ELA at or above level three White [R]	12.6 points below	7 points below	3 points above	10 points above
CAASPP ELA at or above level three Hispanic [R]	67.6 points below	40 points below	30 points below	20 points below
CAASPP ELA at or above level three disadvantaged [R]	72.8 points below	40 points below	30 points below	20 points below
CAASPP ELA at or above level three English learners [R]	53.2 points below	33 points below	23 points below	13 points below
CAASPP Math at or above level three schoolwide [R]	34 points below	24 points below	14 points below	0 points below
CAASPP Math at or above level three White [R]	13.3 points below	7 points below	0 points below	10 points above
CAASPP Math at or above level three Hispanic [R]	61.1 points below	40 points below	30 points below	20 points below
CAASPP Math at or above level three disadvantaged [R]	65.3 points below	40 points below	30 points below	20 points below
CAASPP Math at or above level three English learners [R]	48.7 points below	38 points below	28 points below	18 points below
percent of English learners making progress toward English proficiency [R]	38%	40%	42%	44%
English Learner reclassification rate [R]	25%	27%	29%	30%
enrollment in broad course of study schoolwide and by unduplicated count students and by students with exceptional needs [R]	100%	100%	100%	100%
programs and services to increase access to broad course of study by unduplicated count students and students with exceptional needs [R]	100%	100%	100%	100%
Number/percentage of students by grade level and subgroup who have mastered the technology skills identified within the CCSS [L]	100%	100%	100%	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 type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input checked="" type="checkbox"/> Schoolwide	<b>OR</b> - <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: Saucelito Elementary	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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#1.1 Continue to provide additional math and reading programs for students: Renaissance Learning (Accelerated Math and Reading Program), Front Row on-line Math and Reading and Lexia

BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

Amount	\$ 5,000	Amount	\$ 5,000	Amount	\$ 5,000
Source	Lottery Prop 20	Source	Lottery Prop 20	Source	Lottery Prop 20

Budget  
Reference

Instructional materials

Budget  
Reference

Instructional materials

Budget  
Reference

Instructional materials



Action **2**

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

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

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

# 1.2 Continue to deepen professional knowledge of teachers through professional development

BUDGETED EXPENDITURES

**2017-18**

Amount

no additional cost

Source

Membership in the Tulare County Co-op

Budget Reference

Professional development

**2018-19**

Amount

no additional cost

Source

Membership in the Tulare County Co-op

Budget Reference

Professional development

**2019-20**

Amount

no additional cost

Source

Membership in the Tulare County Co-op

Budget Reference

Professional development

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

ACTIONS/SERVICES

**2017-18**

New     Modified     Unchanged

# 1.3 Supplemental instructional materials: Continue to provide supplemental classroom materials for all students and subgroups and teachers to assure that all students have the materials and supplies needed for classroom achievement, project based learning, and differentiated instruction.

**2018-19**

New     Modified     Unchanged

**2019-20**

New     Modified     Unchanged

BUDGETED EXPENDITURES

**2017-18**

Amount

\$15,000

Source

LCFF S/C

Budget Reference

Instructional materials

**2018-19**

Amount

\$20,000

Source

LCFF S/C

Budget Reference

Instructional materials

**2019-20**

Amount

\$20,000

Source

LCFF S/C

Budget Reference

Instructional materials

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: Saucelito Elementary  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: Saucelito Elementary  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

New  Modified  Unchanged

New  Modified  Unchanged

New  Modified  Unchanged

# 1.4 Instructional staff: Continue to maintain highly qualified teachers trained in common core. 5 teachers paid from LCFF Base and parttime Reading teacher paid from LCFF S/C

BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

Amount

\$341,603

Amount

\$341,603

Amount

\$341,603

Source

LCFF base \$309,593  
LCFF S/C \$32,010

Source

LCFF base \$309,593  
LCFF S/C \$32,010

Source

LCFF base \$309,593  
LCFF S/C \$32,010

Budget Reference

Salaries and benefits

Budget Reference

Salaries and benefits

Budget Reference

Salaries and benefits

Action **5**

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

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

**OR**

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

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

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

# 1.5 Teacher Aides will continue to work with English Learners in all classrooms to improve the acquisition of English Language.

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

BUDGETED EXPENDITURES

**2017-18**

Amount

\$27,235

Source

LCFF S/C (\$26,235)  
Title I (\$1,000)

Budget Reference

Salaries and benefits

**2018-19**

Amount

\$27,235

Source

LCFF S/C (\$26,235)  
Title I (\$1,000)

Budget Reference

Salaries and benefits

**2019-20**

Amount

\$27,235

Source

LCFF S/C (\$26,235)  
Title I (\$1,000)

Budget Reference

Salaries and benefits

New Modified Unchanged

## Goal 2

Engagement: Involve all students and their parents in curricular, co-curricular and extracurricular activities to assure maximum engagement in the schooling process. Assure that all parents, including parents of unduplicated count subgroups, have access to and participate in school and district decision-making processes.

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

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

[Identified Need](#)

Research confirms locally and nationally that students who feel connected to school achieve at higher levels. Local and national research further confirm that students who participate in co-curricular in-school and intermural competitions and exhibitions demonstrate higher level thinking skills and achieve higher in school. Increasing student opportunities in these critical areas has promise to help close the achievement gap and increase student achievement.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
participation rate in parent training/involvement opportunities schoolwide and subgroups [L]	95%	95%	95%	95%
availability of parent training/involvement opportunities in school and district decision-making schoolwide and subgroups [R]	highly effective	highly effective	highly effective	highly effective
participation rate in parent training/involvement opportunities in school and district decision-making schoolwide and subgroups [R]	95%	95%	95%	95%
parent involvement in decision-making school and district of parents of unduplicated count students and of students with exceptional needs [R]	highly effective	highly effective	highly effective	highly effective
participation in co-curricular and extracurricular activities schoolwide and subgroups [L]	80%	85%	87%	89%
middle school dropout rate schoolwide and subgroups [R]	0%	0%	0%	0%

attendance rate schoolwide and subgroups [R]	89.93%	90%	91%	92%
chronic absenteeism rate schoolwide and subgroups [R]	0	0	0	0
SARB referrals [L]	0	0	0	0
expulsion rate schoolwide and subgroups [R]	0	0	0	0
suspension rate schoolwide and subgroups [R]	0	0	0	0

PLANNED ACTIONS / SERVICES

Action **1**

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

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

**OR**

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
# 2. 1: District will continue to provide parents with services such as homework and technology workshops as a means of additional parent/student support. Materials and supplies for parent education		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$ 460	Amount: \$ 460	Amount: \$ 460
Source: LCFF S/C	Source: LCFF S/C	Source: LCFF S/C
Budget Reference: Materials and supplies	Budget Reference: Materials and supplies	Budget Reference: Materials and supplies





Action **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: Saucelito Elementary  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
# 2.2: Continuation of project based learning opportunities. -Student supplies for project based learning and classroom assignments		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$ 12,421	Amount: \$ 19,500	Amount: \$19,500
Source: LCFF S/C	Source: LCFF S/C	Source: LCFF S/C
Budget Reference: Materials and supplies	Budget Reference: Materials and supplies	Budget Reference: Materials and supplies

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

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

# 2.3: Students will continue to be provided with interactive learning opportunities: -Professional Development for CCSS and Project based Learning

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

BUDGETED EXPENDITURES

**2017-18**

Amount

No additional cost

Source

Membership in Tulare County Co-Op

Budget Reference

Professional development

**2018-19**

Amount

No additional cost

Source

Membership in Tulare County Co-Op

Budget Reference

Professional development

**2019-20**

Amount

No additional cost

Source

Membership in Tulare County Co-Op

Budget Reference

Professional development

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 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**

New  Modified  Unchanged

# 2.4: To improve student engagement in classroom activities, interactive materials and online activities will be continued.

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

BUDGETED EXPENDITURES

**2017-18**

Amount

\$ 4,200

Source

LCFF S/C

Budget Reference

Materials and licenses

**2018-19**

Amount

\$ 4,200

Source

LCFF S/C

Budget Reference

Materials and licenses

**2019-20**

Amount

\$ 4,200

Source

LCFF S/C

Budget Reference

Materials and licenses

New Modified Unchanged

## Goal 3

State Standards: Deepen implementation of the Common Core State Standards schoolwide and complete implementation of other state content and performance standards including Next Generation Science Standards

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

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

[Identified Need](#)

Survey results confirm that continued work needs to be done to achieve full implementation and sustainability of the Common Core and other state standards. Although the current curriculum is aligned to the previous science standards, Saucelito is in the early stages of exploration of the state's Next Generation Science Standards.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
implementation of Health Education Content Standards [R] per survey results	4= full implementation	4= full implementation	4= full implementation	4= full implementation
implementation of Physical Education Model Content Standards [R] per survey results	4= full implementation	4= full implementation	4= full implementation	4= full implementation
implementation of Visual and Performing Arts Standards per survey results [R]	4= full implementation	4= full implementation	4= full implementation	4= full implementation
implementation of Next Generation Science Standards per survey results [R]	n/a	1= exploration and research	2= beginning development	3=initial implementation
implementation of History Social Science Content Standards per survey results [R]	4= full implementation	4= full implementation	4= full implementation	4= full implementation
percentage of grade levels/courses where CCSS-identified digital skills are being taught to students [L]	75%	85%	90%	95%
availability of supplemental materials to differentiate instruction [L]	85%	90%	95%	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 checked="" 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 checked="" type="checkbox"/> Specific Schools: <u>Saucelito Elementary</u>	<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 - <b>OR</b> - <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**

New  Modified  Unchanged

# 3.1: Continue to provide teachers with a deeper level of effective curriculum and instruction expertise in all state content and performance standards

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

BUDGETED EXPENDITURES

**2017-18**

<u>Amount</u>	No additional cost
<u>Source</u>	Membership in Tulare County Co-Op

**2018-19**

<u>Amount</u>	No additional cost
<u>Source</u>	Membership in Tulare County Co-Op

**2019-20**

<u>Amount</u>	No additional cost
<u>Source</u>	Membership in Tulare County Co-Op

Budget  
Reference

Professional development

Budget  
Reference

Professional development

Budget  
Reference

Professional development

Action **2**

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

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

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

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
# 3.2: Continued purchase of State Adopted Curriculum in Math and ELA and other content areas for grades K-8		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$ 10,000	Amount	\$ 10,000	Amount	\$ 10,000
Source	LCFF Base	Source	LCFF Base	Source	LCFF Base
Budget Reference	Books and materials	Budget Reference	Books and materials	Budget Reference	Books and materials

Action **3**

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

<u>Students to be Served</u>	<input checked="" 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 checked="" type="checkbox"/> Specific Schools: <u>Saucelito Elementary</u>	<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 Group(s)	<input type="checkbox"/> Schoolwide	OR - <input type="checkbox"/> Limited to Unduplicated Student
<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 checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
# 3.3: Continuation of Monthly staff professional learning time to examine student achievement, identify areas of need, and develop improvement strategies, including examination of Next Generation Science Standards.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: No additional costs	Amount: No additional costs	Amount: No additional costs
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 type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input checked="" type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: Saucelito Elementary	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

# 3.4: Continued Improvement of technology infrastructure as needed and reduce computer to student ratio in order to assure that students are proficient in the technology skills and knowledge embedded in CCSS

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

BUDGETED EXPENDITURES

**2017-18**

Amount

\$ 36,420

Source

LCFF S/C

Budget Reference

Materials and supplies

**2018-19**

Amount

\$67,571

Source

LCFF S/C

Budget Reference

Materials and supplies

**2019-20**

Amount

\$ 79,214

Source

LCFF S/C

Budget Reference

Materials and supplies

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18  2018–19  2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 126,476

Percentage to Increase or Improve Services:

17 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

The  
End

The supplemental and concentration grant funds have allowed Saucelito to make significant improvements in curriculum and instruction in excess of the required 17%. These improvements have addressed all eight state priorities with new and improved programs addressing:

- Professional development to strengthen teacher knowledge and skills in strategies successful in increasing achievement of low income and English learner students
- Supplemental instructional materials to differentiate instruction for unduplicated count students
- Remediation and acceleration programs to identify and fill in gaps in knowledge and skills
- Extended learning time to provide additional time on task for learning and practice
- Experiential learning (co-curricular field trips, project-based learning) to fill in knowledge gaps
- Technology to assure access by low income learners who do not have access at home.

The 2017 LCAP year continues and strengthens many of the actions and services added to Saucelito to address the needs of low income and English learners and close existing achievement gaps compared to the statewide peers.

The following actions/services are partially or wholly funded by LCFF S/C and will be deployed schoolwide.

#1.1: Continue to provide additional math and reading programs for students: Renaissance Learning (Accelerated Math and Reading Program) and Front Row online Math and Reading.

# 1.3: Instructional materials: Continue to provide classroom materials for all students and subgroups and teachers to assure that all students have the materials and supplies needed for classroom achievement and for project based learning.

# 2.2: Continuation of project based learning opportunities. -Student supplies for project based learning and classroom assignments

# 2.4: To improve student engagement in classroom activities, interactive materials and online activities will be continued.

# 3.4: Continued Improvement of technology infrastructure as needed and reduce computer to student ratio in order to assure that students are proficient in the technology skills and knowledge embedded in CCSS

These actions/services are primarily directed at our low income (71% of students) and English learner students. They will be deployed schoolwide to improve and expand curriculum and instruction, improve and expand differential instruction, and improve and expand technology.

The  
End

# Local Control and Accountability Plan and Annual Update Template Instructions

## Addendum

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

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

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

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

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

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

## Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

## Plan Summary

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

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

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

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

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

## Budget Summary

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

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

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

## Annual Update

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

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

## Annual Measurable Outcomes

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

## Actions/Services

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

## Analysis

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

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

## Stakeholder Engagement

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

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

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

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

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

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

## Goals, Actions, and Services

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

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

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

### **New, Modified, Unchanged**

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

### Goal

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

### Related State and/or Local Priorities

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

### Identified Need

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

### Expected Annual Measurable Outcomes

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

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



## Planned Actions/Services

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

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

#### Students to be Served

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

#### Location(s)

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

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

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

#### Students to be Served

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

#### Scope of Service

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

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

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



## Location(s)

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

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

## Actions/Services

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

### **New/Modified/Unchanged:**

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

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

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

## Budgeted Expenditures

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

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

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

## Demonstration of Increased or Improved Services for Unduplicated Students

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

### Estimated Supplemental and Concentration Grant Funds

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

### Percentage to Increase or Improve Services

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

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

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

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

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

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

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

## State Priorities

**Priority 1: Basic Services** addresses the degree to which:

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

**Priority 2: Implementation of State Standards** addresses:

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

**Priority 3: Parental Involvement** addresses:

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

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

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

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

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

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

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

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

- A. S 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?