Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name	Springville Union School District		
Contact Name and Title	Connie Owens Superintendent/Principal	Email and Phone	connies@ocsnet.net 559-539-2605

2017-20 Plan Summary

THE STORY

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

Springville School serves 325 Kindergarten through Eighth grade students made up of District, as well as, Inter-District Families. Our small foothill community is actively involved in making our school great! Long standing cooperation from local organizations such as; Springville Mountain Lions, Springville Women's Club, Springville Veterans of Foreign Wars, Springville Community Club, Tulare County Law Enforcement, Sunrise Rotary, and Springville Boosters, continue to provide support to Springville School Staff and students through financial and/or voluntary assistance with projects and materials. Our students are always available for various club activities and/or events where student assistance is needed. Our Community continues to ensure that student needs are met. The District's Highly Qualified Instructional/Support Staff provides research based instruction; project based learning opportunities, enrichment, and intervention. Instruction is embedded with State adopted standards across the grade levels, enabling our District to meet the needs of all students. Springville Students receive daily instruction in ELA, Mathematics, Social Studies, Science, and Physical Education. Weekly, students have the opportunity to participate in seasonal sports, instrumental, strings, and vocal music, as well as, various grade level activities including gardening, Lego League, Student Government, Character Counts, Kindness Ambassadors, Conversational Spanish, Reading Revolution, Recycling Club, and Running Club.

LCAP HIGHLIGHTS

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

The District Administration will continue to monitor and address absences and truancies in an effort to increase attendance rates. The Board of Trustees voted to adopt Houghton Mifflin as the new ELA/ELD Curriculum for K – 8th grades which will provide standards based curriculum to add to our already rigorous reading and writing curriculum. While opportunities for Parent Involvement are on-going, there have been a number of new, student/parent events added this year that involve parents taking an active part. (i.e.: Judging opportunities for Science Fair, Spelling Bee, and Poetry & Prose, as well as, the Ties & Tiaras Semi-Formal Dance K-8th) Springville School and its surrounding campus are well kept and our students and staff take pride in helping to keep it that way. Students and staff participate in weekly campus clean-up and are encouraged to use trash receptacles. Any equipment or structural concerns are immediately repaired and/or broken items replaced.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

> As we review progress of all subgroups, we were encouraged to see that even though our students are below level 3 in ELA and Mathematics, there was a slight positive increase of 1% in Mathematics and 6.5% in ELA from last year's CAASPP assessment scores. The District will continue with increased opportunities for student intervention in ELA and Mathematics in all subgroups, (inclusive of Low-Income, English Learners, and Foster Youth), as well as, student enrichment opportunities promoting and supporting over-all student success. The District notes positive improvements within the LCAP Goals selected. Increased attention to daily absences and follow-through has made a difference in ADA as measured by daily attendance and a 0.9% decrease in suspensions verified by Dashboard Status and Change Report. Monthly Facility Inspections Sheets, monitored by qualified staff, ensure that positive strides continue and assist the District in maintaining a safe, clean, and healthy learning environment for our school community. The addition of technology by means of Chrome Book Carts in all classrooms, in addition to, the implementation of State Standards through Rigorous Instruction of the Eureka Mathematics and current ELA/ELD curriculum enabled Springville Students to have access to information and instruction to prepare them for current, as well as, future academic and social success.

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

GREATEST NEEDS

> The District's greatest needs fall within the subgroup of Low Income Students. While there was some growth for all students, our SES population scored in the orange range. The District will continue with opportunities to facilitate student engagement through learning with a student goal to gain the knowledge and skill to move in a positive direction in all academic areas at their independent academic level. The District will continue Intervention opportunities in ELA and Mathematics within the school day for small group, pull-out, and one to one intervention that will provide additional academic support.

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

PERFORMANCE GAPS

> The Low Income Subgroup fell into the Orange/Nearly Met Category which was below the overall population performance. The LEA plans to continue with intervention opportunities within the school day which include, small group, pull out, and one to one intervention in an effort to close the performance gap of student subgroups falling below the "all student' performance. Increased and varied opportunities including Study Island will be available to all students in all grade levels.

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.

The Implementation of Study Island Kindergarten through 8th grades and purchase of Houghton Mifflin ELA/ELD Curriculum, in addition to, Professional Development for staff through the Great Minds Institute the summer of 2017 are three ways our District will increase to improve services to all student subgroups (inclusive of Low Income, English Learners, and Foster Youth).

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	$ 2,985,409
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$2,773,604

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

General Fund Expenditures not included in the LCAP are Board Costs (Audit, CSBA, ETC), Cafeteria, County Special Education, Liability & Student Insurance, Co-op Fees, Communication(Telephones/Postage/Internet), and various Dues & Memberships.

The District's recent purchase of Houghton Mifflin ELA/ELD Curriculum, as well as, June 2017 Professional Development (Great Minds Institute) were not budgeted as expenditures, as well as, the increase in salaries and health and welfare benefits were also not included.

$ 2,659,790	Total Projected LCFF Revenues for LCAP Year

Annual Update

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	Improve student achievement of all students and sub groups, through pupil engagement and collaboration, including the implementation of State Standards in all subject areas and ELD.

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

For all Students and Subgroups:

1. Proficiency rates in ELA and Mathematics on school based assessments will increase in a positive direction.
2. Timeline to reflect EL Instruction/Support/Intervention throughout the grade levels, including technology, and support across curricular areas.
3. State Objectives for EL will be assessed using EL Curriculum and CELDT, working towards Reclassification.
4. Professional Development for all staff in ELA/ELD and Mathematics, addressing all students inclusive of English Learners.
5. CAASPP Assessment Data Collected on all students, inclusive of (English Learners, Low Income, Foster Youth, and Exceptional Needs) used to measure student progress towards proficiency

ACTUAL

2016/2017 School Year

1. The District purchased Study Island Smarter Balanced Benchmarks for ELA and Mathematics to provide an assessment tool, better aligned with state standards and CAASPP. The 2016/2017 school year scores will be used as a baseline for our students. The bench marks are given three times per year. Students have shown minimal growth, over time, from the initial assessments with students moving from Far Below Basic to Below Basic, Below Basic to Basic, and Basic to Proficient. There were a small percentage of students scoring Advanced. The data collected has indicated where current instructional practices need adjustment.

2. Timeline reflected in lesson plans per individual EL students noting EL Instruction/Support/Intervention in curricular areas including technology.

3. Fifteen (15) students were CELDT tested this year. The District provides SDAIE within the classroom and daily small group pull out intervention based on individual student needs. English Learners are given the support necessary to progress towards reclassification.

4. June 2017 Great Minds Professional Development in Mathematics for Certificated Staff. ELA/ELD Professional Development will begin 2017/2018 with introduction of newly adopted curriculum.

5. CAASPP Assessment Data collected on all students was used to drive

instructional practices and promote student progress towards proficiency.

ACTIONS / SERVICES

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

Action **1**

Actions/Services	PLANNED	ACTUAL
	To increase academic achievement, a Highly Qualified Staff must be retained.	**Maintained a Highly Qualified Staff**
Expenditures	BUDGETED	ESTIMATED ACTUAL
	Certificated Staff (LCFF Base $1,654,698)	$1,747,738

Action **2**

Actions/Services	PLANNED	ACTUAL
	Maintain Student Services Position, allowing student/staff opportunities for career counseling, study hall/tutoring, teacher observations and release time, as well as, on-going, campus wide, staff development.	**Maintained the Student Services Position**
Expenditures	BUDGETED	ESTIMATED ACTUAL
	Student Services Position $119,084 (LCFF Base $36,187.55, Title I $26,752.29, Pathway $26,752.29, EPA $29,055.13, Title II $336.90)	Student Services Position $123,163 (LCFF Base $29,538, Title I $27,772, Pathway $27,772, EPA $31,815, Counseling $5,592 Title II $337, Prof Dev $337)

Action	3		

Actions/Services	**PLANNED** Provide English Learner intervention and support with measureable assessments.	**ACTUAL** **Provided English Learner intervention and support on an individualized basis including small group, and resource support materials from ERS, with measurable assessments using state adopted curriculum benchmarks, CELDT, and CAASPP.**
Expenditures	**BUDGETED** **Supplemental Materials ($1,000 LCFF/SC)** **Instructional Aides $135,459 (LCAP $41,225, Title I $22,348, Instruction $48,602, REAP $23,284)**	**ESTIMATED ACTUAL** **Supplemental Materials ($1,000 LCFF/SC)** **Instructional Aides $153,399 (LCAP $47,141, Title I $16,712, Instruction $65,677, REAP $23,869)**

Action	4		

Actions/Services	**PLANNED** Professional Development around English Learner support for all staff.	**ACTUAL** **SDAIE strategies and instructional practices used in all classrooms in addition to state adopted EL curriculum support.**
Expenditures	**BUDGETED** **Professional Development (LCFF Base/Ed Effectiveness $2,000)**	**ESTIMATED ACTUAL** **$0 (Professional Development will be included in ELA/ELD Curricular training)**

Goal 1

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.	Hiring and maintaining Highly Qualified Teachers, as well as, the Student Services position to support student achievement. Rigorous Research Based Instruction using State Adopted Curriculum in all subject areas, including CCSS, with instructional resources provided for EL students. The implementation of new standards and new curriculum has had its challenges. Providing support both on and off campus has proved to be helpful. Students, as well as, teachers are benefitting from the implementation of new practices.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Dashboard data collected states that while our overall student achievement remain in the yellow performance level with 6.5 points gained in ELA and 1 point gained in Mathematics. Our SES subgroup fell in the orange performance level. The District will continue intervention/support that specifically targets our subgroups to ensure that all students make academic progress. CELDT assessment scores indicate our EL population is making progress towards reclassification.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Budgeted expenditures for the 2016/2017 LCAP did not include the purchase of ELA/ELD curriculum and Professional Development for Great Minds (Mathematics) in June 2017.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	No changes are planned for this goal.

Goal 2

Students benefit from a safe, clean healthy environment, and improve average daily attendance as measured by Facility Inspections Sheets, Stakeholder Input, and Student Attendance Reports.

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

For All Students and Subgroups
1. Increase student use of Home to School Transportation provided for all students.
2. Facilities report of "Good" status on FIT.
3. Develop parent/student education/survey to promote attendance/student achievement.
4. Increase student attendance rate by 1%, increase graduation rates, monitor/track student suspension.
5. Conduct parent and student survey.
6. Reduce Chronic Absenteeism rate by 1%

ACTUAL

2016/2017 School Year
1. School Bus Transportation available for all students.
2. Facilities Status Reports remain "Good"
3. Parents reminded of Ed Code requirements for elementary school children and encouraged to place school attendance a high priority
4. Student attendance increased by .47%, graduation rates remain stable. The District will track and monitor all student suspensions.
5. On-line parent and student survey was made available
6. Chronic Absenteeism was reduced by less than 1%

ACTIONS / SERVICES

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

Action 1

Actions/Services

PLANNED	ACTUAL
Ensuring students attend school and arrive on time.	Daily calls were made by 9:00am on any student absent. Students are picked up if they had missed the bus and had no ride to school.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Transportation Costs (LCFF Base 186,944)	Transportation Costs (LCFF Base $205,693)

Action 2

Actions/Services

PLANNED	ACTUAL
Provide an environment where facilities and grounds are well maintained student safety is top priority.	Campus is well maintained. Facilities and grounds are free from obstructions and safe for students and staff.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Maintenance and Operations (LCFF Base 174,118)	Maintenance and Operations (LCFF Base $165,334)

Action 3

Actions/Services

PLANNED	ACTUAL
Provide parent engagement activities to increase attendance rates for all students including EL, SES, Foster Youth, and Exceptional Needs.	Springville School provides a variety of activities during the school year. Opportunities are made available for parents to participate with their children. Back to School Night and Parent Teacher Conferences are used as a one to one opportunity to encourage and inform parents and students of the importance of regular school attendance

Expenditures

BUDGETED	ESTIMATED ACTUAL
Staff (LCFF Base $500)	$0

Action   **4**

Actions/Services

PLANNED	ACTUAL
Monthly Student Recognition for Attendance and Character Counts Pillars for all students including EL, SES, Foster Youth, and Exceptional Needs to reduce student suspension/expulsion.	**The Six Pillars of Character from the Character Counts program is the model Springville School uses. Students were recognized for Character Counts Pillars on a monthly basis for having shown good Character, in addition to, perfect attendance awards given twice a year**

Expenditures

BUDGETED	ESTIMATED ACTUAL
Student Recognition Awards ($100 Student Council/Character Counts)	**Student Recognition Awards S100 (Student Council/Character Counts)**

Goal 2

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.	Absences are monitored. Students are picked up by school staff and given rides to school. The Springville campus is well maintained to ensure student and staff safety. Repairs are made in a timely manner. Notes are sent with students, as well as, e-mailed home to ensure that all students and their families are informed of activities and the importance of regular school attendance. Students are regularly recognized and awarded for exhibiting traits of the Pillars of Character, in addition to, recognition for perfect attendance on a monthly basis.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Absences have decreased by 0.47% from the 2015/2016 schoolyear. Recognition for achievement, as well as, great Character seems to be having a positive effect and the addition of a Kindness Ambassador's Club has doubled in numbers since its beginning. The Club members organized and placed Buddy Benches around our campus and are being used to promote friendship.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Material differences occur when costs increase for Transportation/Maintenance needs arise that are unexpected.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	No changes are planned for this goal.

Goal 3	All students and subgroups will receive rigorous, research based instruction by Highly Qualified certificated teachers, using state adopted curriculum, in combination with CCSS materials and resources to ensure that state standards are met within the daily instruction of core curricular areas including English, Mathematics, Science, History, and Physical Education. Certificated Staff are assigned to grade levels based on their specific credential, grade level experience, and their knowledge of subject matter. Certificated Staff will receive on-going Professional Development opportunities in well maintained facilities both on and off campus.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

[ANNUAL MEASURABLE OUTCOMES](#)

EXPECTED

1. All students will receive instructional materials and resources, inclusive of CCSS.
2. All certificated staff will receive Professional Development support to ensure CCSS implementation is on-going in all classrooms, as well as, demonstrate growth in CCSS implementation and rigorous instruction within their classrooms.
3. Technology support via Technology Coordinator Support for all staff and students.

ACTUAL

1. CCSS materials and resources were available for all students. Eureka Math is the curriculum currently being used and Houghton Mifflin ELA/ELD curriculum was adopted and purchased for the 2017/2018 school year.
2. All certificated teachers have received CCSS Professional Development and received Professional Development in Mathematics and ELA/ELD. Teacher growth in instructional practices and rigor was measured by lesson planning, observations, and sharing out.
3. The District maintains a Technology Coordinator part time to meet the needs of our staff and students.

ACTIONS / SERVICES

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

Action 1

Actions/Services

PLANNED	ACTUAL
Continue to implement new standards through Project Based Learning in all core subjects. Purchase new state adopted curriculum in English and Mathematics, instructional resources, and supplies, as well as, continue progress on technology infrastructure upgrade and the addition of computers for students and staff.	Students received rigorous instruction using state standards across the curriculums. Teachers implemented Project Based Learning strategies, as well as, implemented Lucy Calkins Writing strategies within their instruction. Students benefitted from these newly introduced instructional opportunities. Students were given additional opportunities to use technology with the additional purchase of classroom chrome book carts to increase the opportunity for technology use for our students. Staff members received laptops and Elmo projectors to enable technology to be used in instruction.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Instructional Materials and Supplies (LCFF Base $5,000)	**Instructional Materials and Supplies $104,603 (ELA/ELD Adoption $68,545 Instructional Materials, Chrome Books $36,058 One Time Mandate)**

Action 2

Actions/Services

PLANNED	ACTUAL
Staff will continue to develop and use CCSS instructional strategies, participate in monthly Professional Development and Teacher Collaboration, as well as, have opportunities to share instructional practices across grade levels that will ensure all student academic needs are met.	**Staff participated in monthly staff development using CCSS instructional strategies. Teacher collaboration is on-going and provided multiple opportunities for teachers to share instructional practices across grade levels. Springville teachers strive to meet the academic needs of all students.**

Expenditures

BUDGETED	ESTIMATED ACTUAL
Professional Development $44,959 (LCFF Base $5,318, S/C $7,000, Ed Effectiveness $13,635, Pathway $19,006) Supplemental Instructional Materials $26,671 (Lottery $12,321, S/C $500, Pathway $13,850)	**Professional Development $44,959 (LCFF Base $5,318, S/C $7,000, Ed Effectiveness $13,635, Pathway $19,006, Supplemental Instructional Materials $26,671 (Lottery $12,321, S/C $500, Pathway $13,850)**

Action   **3**

Actions/Services

PLANNED	ACTUAL
Continue contract with Technology Coordinator for Technology Support for staff and students.	**District continued the contract with the part time Technology Coordinator.**

Expenditures

BUDGETED	ESTIMATED ACTUAL
Technology Support $48,925 (S/C $48,925)	**Technology Support $48,925 (LCAP)**

Goal 3

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.	Hiring and maintaining Highly Qualified Teachers, as well as, the Student Services position to support student achievement. Rigorous Research Based Instruction using State Adopted Curriculum in all subject areas, including CCSS, with instructional resources provided for EL students.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Students received Rigorous Researched Based instruction in all subject areas. Student progress has been in a positive direction as measured by the District assessments and CAASPP testing. Project Based Instruction enabled students to experience instruction and learning while getting hands on experience in the subject areas of Mathematics, English Language Arts, History, and Science.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Increase in costs due to purchase of New Curriculum for ELA/ELD, as well as, Professional Development to support teachers in Mathematics.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	No changes planned for this goal.

Goal 4

Although Stakeholders did not deem Parent Involvement as a priority for our District, the District will continue to develop ways to improve on opportunities for Parents/Guardians to be involved in the educational decision making affecting our students.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☒ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. All Administrators and support staff will continue implementation of CCSS.
2. Increase parent/guardian involvement by providing outreach to all families, inclusive of, EL, SES, FY, and Exceptional Needs, on a monthly basis, in addition to continuing to provide parental involvement opportunities.

ACTUAL

1. Administration and support staff continue to monitor and support the implementation of CCSS.
2. Parent involvement is a key component to the success of our students. Springville School has great Parent Involvement and that is attributed to the open invitation for parent participation that has been long standing at Springville School. This year we noted a couple of events that, while many families were in attendance, we lacked volunteers to help with the operation of the activities. The District will work to ensure that all parents know there is a need and that their help is a value to not only their students, but all students attending Springville School,

[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	Administration and support staff are required to continue implementation of CCSS, support positive behavioral interventions, and involve parents/guardians in the educational process.	**Administration and support staff provided positive behavioral interventions as needed. Parents received information throughout the year on Parental Involvement and the role it plays in student success. Classroom teachers were observed and given feedback on CCSS and their implementation of Project Based Learning Strategies, Eureka Math, and Writing Strategies. Grade Span Professional Development was provided by TCOE on campus throughout the year. Certificated staff will be attending Great Minds Professional Development for Mathematics in June and July of 2017.**
	BUDGETED	ESTIMATED ACTUAL
Expenditures	**Administration and Support Staff $263,646 LCFF Base** **Materials for Parent Involvement $500 LCFF Base**	**Administration and Support Staff $270,684** **Materials for Parent Involvement $0**

Action **2**

	PLANNED	ACTUAL
Actions/Services	To increase Parent Involvement, District staff will provide informational in-service to parents on regular attendance and the role attendance plays in the academic success of students.	**In addition to the Student Handbook sent home the first day of school, District Staff added e-mail notification for parents/households, in addition to, notifications being sent home with students, to ensure that parents are informed. Weekly and monthly calendars are made available to parents/households in the same manner. Students with irregular attendance received conferences with office personnel on the importance of regular attendance and the role it plays on student success.**
	BUDGETED	ESTIMATED ACTUAL
Expenditures	**Support Staff $100 LCFF Base/Ed Effectiveness**	**Support Staff $0**

Goal 4

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.	Continue to maintain Administration and Student Services positions, as well as, Business Manager and Administrative Secretary positions. Students receive positive reinforcement addressing behavioral intervention. CCSS implementation across all grade levels. Opportunities for parent involvement include, Back to School Picnic, Open House, Springville Boosters, School Site Council, and Classroom Volunteering opportunities both in and outside of the classroom.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Through the implementation of CCSS, our students made a slight increase in assessment scores moving towards standards met and from standards not met. Large parent participation with school activities. Will be working to build the Springville Booster Club in the 2017/2018 with new and fresh ideas to stimulate parent involvement.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Increase in Administrative and support staff salaries and Health & Welfare increases.
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 continues to seek support materials/programs to provide enrichment and intervention opportunities that will assist students with success.

<u>Stakeholder Engagement</u>

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

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

The District provided information to stakeholders that contained a clear description and requirements of the LCFF and the LCAP process, in addition to, a survey relating to the eight state priorities. Materials relating to LCFF/LCAP were reviewed and made available for all stakeholder groups including Parents, Grandparents, Students, Staff, and Community Members. Presentations and corresponding materials were available for the following groups:

Springville Independent Teachers Associations/Staff (10/10, 1/23, 2/13, 3/13, 4/10, 5/8)

Parents – Back to School Night (9/1) Open House (5/25) Parent Teacher Conferences (10/11 – 10/14, 3/13 – 3/16)

School Site Council (11/4, 1/12, 3/30, 5/18)

School Board Meetings (10/10, 1/23, 2/13, 3/13, 4/10, 5/8, 6/26, 6/28)

Surveys for collection of stakeholder input were distributed and collected regarding the 8 State Priorities. Stakeholders include Parents, Grandparents, Guardians, Students, and Community Members. Stakeholders were given a variety of opportunities to participate. The final draft was created including stakeholder feedback. Public comments were documented and taken into consideration during the development of the LCAP document. All stakeholder input was considered and the final draft will be presented to the governing board on June 26, 2017 and approval on June 28, 2017.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year? Overall, the priorities surveyed, were considered High priorities with the exception of Increased Parent Involvement surveyed as Moderate. I consider this a compliment to the District for offering a variety of Parent Involvement opportunities for parents. The District continues to work towards meeting each and every state priority across the grade levels.

As a result of the input received from stakeholders, the District will continue to focus on the following:

- Continue to upgrade and modernize the technology infrastructure to supply adequate service to all areas of the campus.
- Move forward with the implementation of new ELA/ELD curriculum.
- Continue ELA/ELA and Math Intervention/enrichment through increased opportunities on campus for students to receive additional academic support.
- Continue to provide informational opportunities and assistance to enable parents the opportunity to better support their child/children at home.
- Continue to review student attendance requirements and instill the importance of regular school attendance and the negative impact absences have on student academic growth, as well as, the impact absences have on the District.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☐ Modified	☒ Unchanged

# Goal 1	Improve Student Achievement of all Students and Sub Groups, in all subject areas, through Pupil Engagement and Collaboration, including the implementation of State Standards in all subject areas and ELD.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

As a result of reviewing student data (report cards, local assessments, CELDT scores, Study Island Benchmarks, and CAASPP) the District identified a need in student sub groups performing in the Orange range or standards nearly met category for ELA and Math.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Properly Credentialed teachers with no mis-assignments nor vacancies as measured by Credentials or SARC review	2016/2017 100% Properly Credentialed with no mis-assignments or vacancies	100% Properly Credentialed with no mis-assignments or vacancies	100% Properly Credentialed with no mis-assignments or vacancies	100% Properly Credentialed with no mis-assignments or vacancies
Proficiency rates in ELA and Mathematics on CAASPP assessments will increase in a positive direction.	2016/2017 CAASPP scores in ELA and Mathematics Overall student achievement remains in the yellow performance level with a 6.5 point gain in ELA (from 17.4 points below Level 3 to 10.9 points below Level 3) and a 1 point gain in Mathematics (from	5 point increase in Mathematics and ELA in overall student scores moving towards Standards Met & Above	5 point increase in Mathematics and ELA in overall student scores moving towards Standards Met & Above	5 point increase in Mathematics and ELA in overall student scores moving towards Standards Met & Above

	33.6 points below Level 3 to 32.6 points below Level 3).			
RTI Interventions throughout the grade levels, including technology support for unduplicated and special needs students.	RTI Daily Intervention for students in 2nd – 8th grades falling at the 25% or lower in SRI and SMI assessments	SRI and SMI assessments show 5% growth in student achievement to support Instruction through Intervention	SRI and SMI assessments show 5% growth in student achievement to support Instruction through Intervention	SRI and SMI assessments show 5% growth in student achievement to support Instruction through Intervention
Parent Engagement as measured by information collected through surveys of Parents/ Students/Community Members	Seeking input in decision making process = (26%)	Seeking input in decision making process = (50%)	Seeking input in decision making process = (60%)	Seeking input in decision making process = (70%)
State objectives for EL will be assessed using EL curriculum and CELDT assessments, working toward Reclassification.	CELDT Scores 2016/2017 Total of 18 students assessed. 2 were Reclassified this year, 5 scored Advanced,2 scored Early Advanced, 4 scored Intermediate, 2 scored Early Intermediate, and 3 scored Beginning.	Student CELDT score show performance growth in all Domains, moving towards Reclassification	Student CELDT/ELPAC scores show performance growth in all Domains, moving towards Reclassification	Student CELDT/ELPAC scores show performance growth in all Domains, moving towards Reclassification
Professional Development for all staff in ELA/ELD and Mathematics addressing all students inclusive of all sub groups.	43% of Certificated/Classified Staff to receive on-going Professional Development in ELA/ELD provided by TCOE Contracted Consultants throughout the year and other opportunities as necessary to address student needs	50% of Certificated/Classified Staff received on-going Professional Development in ELA/ELD provided by TCOE Contracted Consultants throughout the year and other opportunities as necessary to address student needs	50% of Certificated/Classified Staff to receive on-going Professional Development in ELA/ELD provided by TCOE Contracted Consultants throughout the year and other opportunities as necessary to address student needs	50% of Certificated/Classified Staff to receive on-going Professional Development in ELA/ELD provided by TCOE Contracted Consultants throughout the year and other opportunities as necessary to address student needs
Chronic Absenteeism is measured by % of students with 10% or more absenteeism	2016/2017 6.04%	5.04%	4.04%	3.04%
M.S dropout Rate	2016/2017 0%	0%	0%	0%

PLANNED ACTIONS / SERVICES

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

Action 1

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

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s): ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
To increase academic achievement a highly qualified staff must be retained.		

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$1,740,677	Amount	$1,740,677	Amount	$1,740,677
Source	LCFF Base	Source	LCFF Base	Source	LCFF Base
Budget Reference	Certificated Salary & Benefits	Budget Reference	Certificated Salary & Benefits	Budget Reference	Certificated Salary & Benefits

Action   **2**

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

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Maintain Student Services Position allowing student/staff opportunities for career counseling, study hall/tutoring, teacher observations and release time, as well as, on-going campus wide, staff development.	Maintain Student Services Position allowing student/staff opportunities for career counseling, study hall/tutoring, teacher observations and release time, as well as, on-going campus wide, staff development.	Maintain Student Services Position allowing student/staff opportunities for career counseling, study hall/tutoring, teacher observations and release time, as well as, on-going campus wide, staff development.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$124,791	Amount	$124,791	Amount	$124,791
Source	LCFF Base $27,920; Teacher Quality $5,365, Staff Development $341, Title I $28,140, Pathway $28,140, Counseling $5,664, EPA $29,221	Source	LCFF Base $27,920; Teacher Quality $5,365, Staff Development $341, Title I $28,140, Pathway $28,140, Counseling $5,664, EPA $29,221	Source	LCFF Base $27,920; Teacher Quality $5,365, Staff Development $341, Title I $28,140, Pathway $28,140, Counseling $5,664, EPA $29,221
Budget Reference	Salary & Benefits	Budget Reference	Salary & Benefits	Budget Reference	Salary & Benefits

Action   **3**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide English Learner Intervention support/measurable assessments	Provide English Learner Intervention support/measurable assessments	Provide English Learner Intervention support/measurable assessments

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$135,919	Amount	$135,919	Amount	$135,919
Source	LCFF S/C $66,552, Title I $16,334, LCFF Base $23,717, REAP $24,018, Special Friends $5,298	Source	LCFF S/C $66,552, Title I $16,334, LCFF Base $23,717, REAP $24,018, Special Friends $5,298	Source	LCFF S/C $66,552, Title I $16,334, LCFF Base $23,717, REAP $24,018, Special Friends $5,298
Budget Reference	Salary & Benefits	Budget Reference	Salary & Benefits	Budget Reference	Salary & Benefits

Action 4

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

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Professional Development around English Learner support for all staff.	Professional Development around English Learner support for all staff.	Professional Development around English Learner support for all staff.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$2,000	Amount	$2,000	Amount	$2,000
Source	Ed Effectiveness	Source	LCFF Base	Source	LCFF Base
Budget Reference	Operating Expense	Budget Reference	Operating Expense	Budget Reference	Operating Expense

	New		Modified		☒ Unchanged

Goal 2	Students benefit from a safe, clean, healthy environment, and improve average daily attendance as measured by Facility Inspection Sheets, Stakeholder Input, and Student Attendance.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

As a result of the LCAP survey and Stakeholder input, measures will focus to improve academic support and intervention opportunities, student success through academic engagement, well-kept facilities, attendance, and transportation. The District will maintain Good ratings on FIT Reports, as well as, maintain a fleet of 6 school buses that will provide transportation to the students in this rural community. The District desires to reduce suspensions and maintain a 0% Expulsion rate. Metrics used FIT, Attendance Reports, Suspension/Expulsion Reports, and Eighth grade graduation.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension/Expulsion Rate	2016/2017 0%	0%	0%	0%
Eighth Grade Graduation Rate	2016/2017 99.9%	100%	100%	100%
Facilities Report of Good status on FIT.	Good Rating	Maintain Good rating	Maintain Good rating	Maintain Good rating
Increase student attendance rate by 1%,	2016/2017 94.6% (.10% increase) as measured by attendance reports	95.6% as measured by yearly attendance reports	96.6% as measured by yearly attendance reports	97.6% as measured by yearly attendance reports
Conduct parent, student, and staff survey.	75% return in LCAP survey and 50% return for CHKS for parents, 50% return for students, and 50% return for staff	Increase submission rate of LCAP survey and CHKS for parents, students, and staff by 5%	Increase submission rate of LCAP survey and CHKS for parents, students, and staff by 5%	Increase submission rate of LCAP survey and CHKS for parents, students, and staff by 5%

PLANNED ACTIONS / SERVICES

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

Action   **1**

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

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Ensuring students attend school and arrive to school on time.	Ensuring students attend school and arrive to school on time.	Ensuring students attend school and arrive to school on time.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$194,687	Amount	$194,687	Amount	$194,687
Source	LCFF Base	Source	LCFF Base	Source	LCFF Base
Budget Reference	Transportation	Budget Reference	Transportation	Budget Reference	Transportation

Action   2

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide an environment where facilities and grounds are well maintained and student safety is a top priority.	Provide an environment where facilities and grounds are well maintained and student safety is a top priority.	Provide an environment where facilities and grounds are well maintained and student safety is a top priority.

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$174,766	Amount	$174,766	Amount	$174,766
Source	LCFF Base	Source	LCFF Base	Source	LCFF Base
Budget Reference	General and Restricted Maintenance	Budget Reference	General and Restricted Maintenance	Budget Reference	General and Restricted Maintenance

Action   **3**

<table>
<tr><td colspan="2">For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students to be Served</td><td>☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____</td></tr>
<tr><td>Location(s)</td><td>☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____</td></tr>
</table>

OR

<table>
<tr><td colspan="2">For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students to be Served</td><td>☒ English Learners   ☒ Foster Youth   ☒ Low Income</td></tr>
<tr><td>Scope of Services</td><td>☒ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)</td></tr>
<tr><td>Location(s)</td><td>☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____</td></tr>
</table>

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide parent engagement activities to increase attendance rate for all students including EL, SES, Foster Youth, and Exceptional Needs.	Provide parent engagement activities to increase attendance rate for all students including EL, SES, Foster Youth, and Exceptional Needs.	Provide parent engagement activities to increase attendance rate for all students including EL, SES, Foster Youth, and Exceptional Needs.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$500	Amount	$500	Amount	$500
Source	S/C	Source	S/C	Source	S/C
Budget Reference	Salary & Benefits	Budget Reference	Salary & Benefits	Budget Reference	Salary & Benefits

Action   **4**

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

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

<div align="center">

OR

</div>

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

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

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Monthly Student Recognition for Attendance and Character Counts Pillars for all students including EL, SES, and Foster Youth to reduce student suspension/expulsion.	Monthly Student Recognition for Attendance and Character Counts Pillars for all students including EL, SES, and Foster Youth to reduce student suspension/expulsion.	Monthly Student Recognition for Attendance and Character Counts Pillars for all students including EL, SES, and Foster Youth to reduce student suspension/expulsion.

[BUDGETED EXPENDITURES](#)

2017-18		2018-19		2019-20	
Amount	$100	Amount	$100	Amount	$100
Source	LCFF Base	Source	LCFF Base	Source	LCFF Base
Budget Reference	Contracted Services	Budget Reference	Contracted Services	Budget Reference	Contracted Services

☐ New	☐ Modified	☒ Unchanged

Goal 3	All students and subgroups will receive rigorous, research based instruction by Highly Qualified certificated staff, using state adopted curriculum, in combination with CCSS materials and resources to ensure that State Standards are met within the daily instruction of core curricular areas including English, Math, Science, History, and Physical Education.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

As a result of Stakeholder Input, the District will continue to: 1. Implement CCSS instructional strategies, 2. Provide supplemental resources as applicable, 3. Provide on-going technology support. Certificated Staff are assigned to grade levels based on their specific credential, grade level experience, and their knowledge of subject matter. Certificated Staff will receive on-going Professional Development opportunities in well maintained facilities both on and off campus.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
All students will receive instructional materials and resources, inclusive of CCSS.	All students received California State Adopted Materials/Resources in all curricular areas as they become available for adoption. (ELA/ELD)	All students will receive instructional materials and resources, inclusive of CCSS as measured by lesson plans, classroom observation, and student presentation. (ELA/ELD, Mathematics)	All students will receive instructional materials and resources, inclusive of CCSS as measured by lesson plans, classroom observation, and student presentation. (ELA/ELD, Mathematics, Science)	All students will receive instructional materials and resources, inclusive of CCSS as measured by lesson plans, classroom observation, and student presentation. (ELA/ELD, Mathematics, Science, Social Studies)
All certificated staff will receive Professional Development support to ensure CCSS implementation is on-going in all classrooms, as well as, demonstrate growth in CCSS implementation and rigorous instructional practices within their classrooms.	99.71% of certificated staff received on-going Professional Development to meet the changing needs of our staff and student populations.	100% of certificated staff will receive on-going Professional Development to meet the changing needs of our staff and student populations.	100% of certificated staff will receive on-going Professional Development to meet the changing needs of our staff and student populations.	100% of certificated staff will receive on-going Professional Development to meet the changing needs of our staff and student populations.
Technology support via Technology Coordinator support for all staff and students.	2 ½ days per week per yearly technology contract	2 ½ days per week per yearly technology contract	2 ½ days per week per yearly technology contract	2 ½ days per week per yearly technology contract

PLANNED ACTIONS / SERVICES

Action   **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to implement new state standards through Project Based Learning in English, Math, Science, History, and Physical Education. Purchase new state adopted curriculum in English and Mathematics, instructional resources and supplies, as well as, continue progress on technology infrastructure upgrade with additional computers added for students and staff.	Continue to implement new state standards through Project Based Learning in English, Math, Science, History, and Physical Education. Purchase new state adopted curriculum in English and Mathematics, instructional resources and supplies, as well as, continue progress on technology infrastructure upgrade with additional computers added for students and staff.	Continue to implement new state standards through Project Based Learning in English, Math, Science, History, and Physical Education. Purchase new state adopted curriculum in English and Mathematics, instructional resources and supplies, as well as, continue progress on technology infrastructure upgrade with additional computers added for students and staff.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$5,000	Amount	$5,000	Amount	$5,000
Source	LCFF Base	Source	LCFF Base	Source	LCFF Base
Budget Reference	Materials & Supplies	Budget Reference	Materials & Supplies	Budget Reference	Materials & Supplies

Action   **2**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Staff will continue to develop and use CCSS instructional strategies, participate in monthly Professional Development and Teacher Collaboration, as well as, have opportunities to share instructional practices across grade levels that will ensure the student academic needs are met.	Staff will continue to develop and use CCSS instructional strategies, participate in monthly Professional Development and Teacher Collaboration, as well as, have opportunities to share instructional practices across grade levels that will ensure the student academic needs are met.	Staff will continue to develop and use CCSS instructional strategies, participate in monthly Professional Development and Teacher Collaboration, as well as, have opportunities to share instructional practices across grade levels that will ensure the student academic needs are met.

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$74,160	Amount	$74,160	Amount	$74,160
Source	LCFF Base $9,678 LCFF S/C $7,500 Ed Effectiveness $2,000 Pathways $31,468	Source	LCFF Base $9,678 LCFF S/C $7,500 Ed Effectiveness $2,000 Pathways $31,468	Source	LCFF Base $9,678 LCFF S/C $7,500 Ed Effectiveness $2,000 Pathways $31,468

Budget Reference	Lottery $23,514		Budget Reference	Lottery $23,514		Budget Reference	Lottery $23,514
	Operating Expense			Operating Expense			Operating Expense

Action   **3**

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue contract with Technology Coordinator for Technology Support.	Continue contract with Technology Coordinator for Technology Support.	Continue contract with Technology Coordinator for Technology Support.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$48,925	Amount	$48,925	Amount	$48,925
Source	LCFF S/C	Source	LCFF S/C	Source	LCFF S/C
Budget Reference	Contracted Services	Budget Reference	Contracted Services	Budget Reference	Contracted Services

	New		Modified		☒ Unchanged

Goal 4

Although Stakeholders did not deem Parent Involvement as a priority for our District, the District will continue to develop ways to improve opportunities for Parents/Guardians to be involved in the educational decisions affecting our students.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☒ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Through teacher observation and parent/stakeholder input, there is a need to service and encourage, all parents/families attending Springville School, including EL, SES, FY, and Exceptional Needs, to become involved in school activities as evidenced by Parent Teacher Conference sign-in sheets and volunteer opportunity sign-up sheets. Parental support is instrumental in the successful development of our ever changing educational process.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
All administrators and support staff will continue implementation of CCSS.	Measured by weekly lesson plans and monthly classroom observation (90%)	Measured by weekly lesson plans and monthly classroom observation (100%)	Measured by weekly lesson plans and monthly classroom observation (100%)	Measured by weekly lesson plans and monthly classroom observation (100%)
Increase parent/guardian engagement opportunities.	As measured by parent attendance and involvement in Eureka Math Night (K – 8), school activities, and events. (80%)	As measured by parent attendance and involvement in Eureka Math Night (K – 8) school activities and events. (85%)	As measured by parent attendance and involvement in Eureka Math Night (K – 8), school activities, and events. (90%)	As measured by parent attendance and involvement in Eureka Math Night (K – 8), school activities, and events. (95%)

PLANNED ACTIONS / SERVICES

Action   **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Administration and support staff are required to continue implementation of CCSS, support positive behavioral interventions, and involve parents/guardians in the educational process.	Administration and support staff are required to continue implementation of CCSS, support positive behavioral interventions, and involve parents/guardians in the educational process.	Administration and support staff are required to continue implementation of CCSS, support positive behavioral interventions, and involve parents/guardians in the educational process.

BUDGETED EXPENDITURES

2017-18

Amount	$271,979
Source	LCFF Base $170,709 LCFF S/C $101,270
Budget Reference	Salary & Benefits

2018-19

Amount	$271,979
Source	LCFF Base $170,709 LCFF S/C $101,270
Budget Reference	Salary & Benefits

2019-20

Amount	$271,979
Source	LCFF Base $170,709 LCFF S/C $101,270
Budget Reference	Salary & Benefits

Action   **2**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
To increase parental involvement, District Staff will provide informational in-service to parents on regular attendance and the role attendance plays in the academic success of students.	To increase parental involvement, District Staff will provide informational in-service to parents on regular attendance and the role attendance plays in the academic success of students.	To increase parental involvement, District Staff will provide informational in-service to parents on regular attendance and the role attendance plays in the academic success of students.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$100	Amount	$100	Amount	$100
Source	LCFF Base	Source	LCFF Base	Source	LCFF Base
Budget Reference	Salary & Benefits	Budget Reference	Salary & Benefits	Budget Reference	Salary & Benefits

Demonstration of Increased or Improved Services for Unduplicated Pupils

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

Estimated Supplemental and Concentration Grant Funds: $ 217,885   Percentage to Increase or Improve Services: 9.55 %

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).

Since our unduplicated student population count is 48.27% and we are a one school District, all of these actions and services are being performed on a school wide basis. All decisions, actions, and expenditures of Supplemental and Concentration funds were determined necessary to meet the needs of all of our student population, principally directed at our unduplicated students. Taking into account that our school is a Single School District with an unduplicated student population of 48.27%, school wide implementation is believed to be the most effective delivery of services to all students. Students, many of them who are low income, will have access to modern technology and 21st Century Learning, as well as, increased levels of support through Behavioral Intervention Supports. Staff will continue to develop and use CCSS instructional strategies, participate in monthly professional development and teacher collaboration, as well as, have opportunities to share instructional practices across grade levels that will ensure that student academic needs are met.

Details of these expenditures include professional development, continued technology upgrades, purchase of new CCSS curriculum, EL intervention support, and supplemental materials to better serve our targeted populations.

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

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

Plan Summary

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

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

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

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

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

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

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

Location(s)

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

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

Actions/Services

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

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

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

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

Budgeted Expenditures

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

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

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

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

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

[Estimated Supplemental and Concentration Grant Funds](#)

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

[Percentage to Increase or Improve Services](#)

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

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

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

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

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

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

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

State Priorities

Priority 1: Basic Services addresses the degree to which:
  A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
  B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
  C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
  A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
    b. Mathematics – CCSS for Mathematics
    c. English Language Development (ELD)
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
  B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
  A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
  B. How the school district will promote parental participation in programs for unduplicated pupils; and
  C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
  A. Statewide assessments;
  B. The Academic Performance Index;
  C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
  D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
  E. The English learner reclassification rate;
  F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
  G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
  A. School attendance rates;
  B. Chronic absenteeism rates;
  C. Middle school dropout rates;
  D. High school dropout rates; and
  E. High school graduation rates;

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

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

Prepared by the California Department of Education, October 2016