

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Belridge Elementary School District		
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2017-20 Plan Summary

THE STORY

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

The Belridge School mission is to provide students with a positive and challenging learning environment, which empowers them to become responsible and productive citizens who demonstrate positive self-esteem. Belridge is a rural TK-8 school district that has been educating children on the west side of the San Joaquin Valley since the early 1900's. Belridge Elementary School has a population of 39 students, a principal/superintendent, a certificated staff of three teachers, one bilingual aide, a classified staff of three, a part-time RSP teacher, and a part-time speech teacher. Historically, the school has enjoyed strong parent and community support. The school population is 95% Hispanic and 5% Anglo. We believe children are unique individuals who grow and learn at different paces. We nurture the natural curiosity and joy for learning that children possess. Along with our parents and community, we build a solid foundation for the future learning of all Belridge students.

It is our belief that students can and will excel in an environment that is tailored to their evolving needs. Our local and state assessment scores during the past five years reflect the great strides we have made during that time. Although we recognize our areas of need and concern, we are extremely proud that we continue to work towards meeting all academic goals from the district, state, and federal government.

The hard working staff is both skilled and dedicated to the success of all students. We are fortunate to have experienced and knowledgeable teachers, a bilingual aide, supportive staff, and engaged parents who are eager to make a difference for our students. We believe in a student-centered approach, which provides an atmosphere in which a child's social, emotional, and intellectual needs are equally important.

LCAP HIGHLIGHTS

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

After analyzing our State and local data, and obtaining input from staff and stakeholders, we identified our focus areas to be stated in two goals for the next three years.

GOAL 1: All students will achieve and improve at a high rate academically and be invested in their learning.

GOAL 2: Parents and students feeling engaged, safe, connected, and healthy in a caring comfortable learning environment every day.

Due to strong stakeholder engagement (see pg. 22) and frequent home visits, our community of learners have learned to problem solve together. These personal connections and relations between our stakeholders have also helped to maintain a high attendance rate.

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.

We met or exceeded 4 of our 5 Goals this year. We have made progress on the following goals:

Goal 1: Our student scores increased by 45% (Standard Met & Standard Exceeded) on the Smarter Balanced Results

Goal 3: We exceeded our goal for attendance expectations. Therefore, we are going to incorporate Goal 3 into one of our other goals.

Goal 4: 100% of students and staff feel connected to our school. Therefore, we are going to incorporate Goal 4 into one of our other goals.

Goal 5: We purchased an ELA Common Core Curriculum for our TK-8 students. Common Core Curricula (Math/Science/Social Studies) are in place. Therefore, we will be deleting this goal as well.

Our students grew 63 points in Language Arts and 44.8 points in mathematics. (Scores on current Dashboard are from 2014-2015 school year.

According to our "Healthy Kids Survey" 100% of our students, parents, and staff feel safe and connected to our school due to the daily, weekly, and monthly communication.

GREATEST PROGRESS

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

We need to continue striving to meet our goal expectations for our English Language Learners. We had projected a growth target of 56% proficient on CELDT that wasn't achieved. After Stakeholders reviewed local and state assessment scores it was determined that we needed to focus on reading/writing in ELA schoolwide. We are also striving to have 0% of our students in the "Not Met" rubric on the Smarter Balanced Achievement /Local Benchmark Tests in R.L.A./Math. We are currently at 14%. Due to a CALPADS error our District was assigned an "orange" status on the current Dashboard for our Annual Suspension Rate. When in reality, our actual status is a "blue status" due to 0 suspensions in that school year

Referring to the , 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

Even though our current status (Average distance from level 3) is below level 3, our students grew 63 points in Language Arts and 44.8 points in mathematics. (Scores on current Dashboard are from 2014-2015 school year.) Due to a CALPADS error our District was assigned an "orange" status on the current Dashboard for our Annual Suspension Rate. When in reality, our actual status is a "blue status" due to 0 suspensions in that school year. We have fixed our CALPADS errors.

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.

Focus on writing.
Based on Staff and Stakeholder feedback, State and local test results, classroom observation, and research on effective practices, we are implementing multiple LCAP actions/services to improve services for low income/English learners. We will use LCFF supplemental dollars to implement specific solutions. Actions to improve services include:
Provide additional training in evidence based writing as a school-wide goal. (Focus will be on short response and process writing...prewrite, draft, revise, edit, and publish.) See LCAP Goal 1 (pg. 24)
School-wide professional development on reading and writing connection.
Continue providing an opportunity for support and professional staff to communicate their staff development needs.

BUDGET SUMMARY

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year	\$ 1,114,812
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Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$104,329

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 specified above for the 2017-18 school year is used to support everyone. This includes salaries and benefits for certificated teachers, classified personnel, and administrative staff members. In addition, other expenditures in this area include: books and supplies, services and operating expenditures, and capital outlay.

\$474,866

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1	By June 2019, 65% of all 3-8 grade students will achieve a score of Proficient/Advanced on the end of the year Smarter Balanced Achievement and local Benchmark Tests in R.L.A./ Math.
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State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

State and Local Priorities
1)Basic Services

- HQT/Teacher rate: 100%, teacher misassignments: 0
- Teachers teaching EL's without proper authorization: 0
- Instructional materials: 100% compliance on Williams
- FIT: Good/exemplary ratings

4)Pupil Achievement

- API - N/A
- 92.9% of English learner pupils will maintain progress toward English proficiency as measured by the CELDT/LPAC
- The English learner reclassification rate will be 64% at the end of 2016-2017.
- % of pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ. -N/A
- % of pupils in EAP -N/A
- % of pupils passed AP exam with a score of 3 or higher -N/A
- AP passage rate -N/A

55% of all 3-8 grade students will achieve a score of Standard Met on State and Local Benchmarks in English Language Arts.
 33% of all 3-8 grade EL students will achieve a score of Standard Met on State

ACTUAL

State and Local Priorities
1)Basic Services

- HQT/Teacher rate: 100%, teacher misassignments: 0
- Teachers teaching EL's without proper authorization: 0
- Instructional materials: 100% compliance on Williams
- FIT: Good/exemplary ratings

4)Pupil Achievement

- API - N/A
- 100% of English learner pupils maintained or increased progress toward English proficiency as measured by the CELDT/LPAC
- The English learner reclassification rate was 18% at the end of 2016-2017.
- % of pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ. -N/A
- % of pupils in EAP -N/A
- % of pupils passed AP exam with a score of 3 or higher -N/A
- AP passage rate -N/A

57% of all 3-8 grade students achieved a score of Standard Met on State and Local Benchmarks in English Language Arts.
 35% of all 3-8 grade EL students achieved a score of Standard Met on State and Local Benchmarks in English Language

and Local Benchmarks in English Language Arts.
 45% of all 3-8 grade low income students will achieve a score of Standard Met on State and Local Benchmarks in English Language Arts.
 *All students will achieve a 40% Standard Met in math.

Arts.
 47% of all 3-8 grade low income students achieved a score of Standard Met on State and Local Benchmarks in English Language Arts.
 *All students achieved a 42% Standard Met in math.

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
1. Conduct District Benchmark Reading Placement tests	1. Conducted District Benchmark Reading Placement tests
2. Star Reading Placement Tests	2. Star Reading Placement Tests were given
3. Houghton Mifflin Beginning of the Year Inventory	3. Houghton Mifflin Beginning of the Year Inventory was given
4. Running Records	4. Running Records were used
5. Dolche Word Assessment List	5. Dolche Word Assessment List was used
6. Phonemic Awareness Test	6. Phonemic Awareness Test was given
7. Houghton Mifflin Timed Reading Fluency Test	7. Houghton Mifflin Timed Reading Fluency Test were given
8. Renew Accelerated Reading Program	8. Renewed Accelerated Reading Program
9. McDougal Littell Beginning of Year Benchmark	9. McDougal Littell Beginning of Year Benchmark was given
10. Writing Inventory	10. Writing Inventory was used
11. Workshops/Reading Conferences for Staff	11. Workshops/Reading Conferences were attended by Staff
12. 2 week Summer School Reading Program	12. 2 week Summer School Reading Program was not provided
13. Provide PD/support to teachers/Admins based upon needs assessment Plan	13. Provided PD/support to teachers/Admins based upon needs assessment Plan
14. Purchase AR Books for Class Libraries	14. Purchased AR Books for Class Libraries

Expenditures

BUDGETED	ESTIMATED ACTUAL
1-7 No additional costs	1-7 No additional costs
8.\$500.00 S/C, (Supplies)	8.\$599.00 S/C, (Supplies)
9-10 No additional costs	9-10 No additional costs
11.\$2340.00 S/C (Substitutes, Certificated Salaries/Benefits)	11.\$2414.00 S/C (Substitutes, Certificated Salaries/Benefits)
12. \$3000.00 S/C (Certificated Salary/Benefits, \$1000 Materials, Supplies)	12. \$0.00
13. \$1170.00 S/C (Substitutes, Certificated Salaries/Benefits)	13. \$1224.00 S/C (Substitutes, Certificated Salaries/Benefits)
14. \$500.00 S/C, (Supplies)	14. \$775.00 S/C, (Supplies)

ANALYSIS

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

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

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

Actions and services for this goal were implemented as planned.
The components of the newly purchased CCSS ELA curriculum are a hit with students and staff. (TK-8 Scope and Sequence for **all** TK-8 students, Online Local Benchmark tests, Embedded ELD components, integrating literature across the curriculum, i.e. after reading a story about a butterfly, they can watch a short clip on the life cycle of a butterfly.)

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

Actions 1-10 were deemed effective after analyzing data presented at weekly Student Study Team Meetings.
Actions 11 -14 were deemed effective due to additional strategies that were incorporated into the regular classrooms. The additional training was one component that resulted in a 45% increase of students scoring Proficient/Advanced on Smarter Balanced Assessment.
Action 15 was deemed effective by an increase of 72% in AR scores, due to the purchase of additional books based on student interests/reading levels.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to conflict of calendar for teacher training dates and lack of interest by families, Summer School was postponed until the summer of 2017-2018. Materials purchased, diagnostic testing, and Professional Development deemed to be successful by all stakeholders. Professional development and implementation of diagnostic testing will be continued.

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.

After meeting with our stakeholder groups and discussing the 2% increase across the board, there was a general consensus we would like to continue to show growth. We feel by reducing grade levels in current classrooms this could be accomplished. Therefore, we will be replacing one of the current aids with an additional teacher for the 2017-2018 schoolyear.

Goal 2

By June 2019, 70% of the districts EL students in the district for more than 3 years will read, write, speak, and listen in English proficiently based on CELDT/ELPAC

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

State and Local Priorities

4)PUPIL ACHIEVEMENT AS MEASURED BY ALL THE FOLLOWING

- API -N/A
- % of pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ. -N/A
- 92.9% of EL pupils made/or will make progress toward English proficiency as measured by the CELDT/ELPAC
- English Learner reclassification rate is/or will be 54%
- % of pupils passed AP exam with a score of 3 or higher-N/A
- % of pupils in EAP - N/A
- 55% of all 3-8 grade students will achieve a score of Standard Met on State and Local Benchmarks in English Language Arts.

55% of all 3-8 grade students will achieve a score of Standard Met on State and Local Benchmarks in English Language Arts.

33% of all 3-8 grade EL students will achieve a score of Standard Met on State and Local Benchmarks in English Language Arts.

45% of all 3-8 grade low income students will achieve a score of Standard Met on State and Local Benchmarks in English Language Arts.

*All students will achieve a 40% Standard Met in math.

ACTUAL

State and Local Priorities

4)PUPIL ACHIEVEMENT AS MEASURED BY ALL THE FOLLOWING

- API -N/A
- % of pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ. -N/A
- 100% of EL pupils made progress toward English proficiency as measured by the CELDT/ELPAC
- English Learner reclassification rate is 45%
- % of pupils passed AP exam with a score of 3 or higher - N/A
- % of pupils in EAP - N/A
- 57% of all 3-8 grade students achieved a score of Standard Met on State and Local Benchmarks in English

57% of all 3-8 grade students achieved a score of Standard Met on State and Local Benchmarks in English Language Arts.

35% of all 3-8 grade EL students achieved a score of Standard Met on State and Local Benchmarks in English Language Arts.

47% of all 3-8 grade low income students achieved a score of Standard Met on State and Local Benchmarks in English Language Arts.

*All students achieved a 42% Standard Met in math.

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

2

Actions/Services

PLANNED
1. Conduct student shadowing activity/needs assessment

2. Provide 1.25 FTE bilingual aides to work with our EL students.

3. Provide PD/support to teachers/admins based upon needs assessment data

4. Comprehensive PD in CELDT/LPAC language proficiency levels, rubrics, and implementation in classroom.

5. Implement research based EL instructional strategies

ACTUAL
1. Conducted student shadowing activity/needs assessment

2. Provided 1.25 FTE bilingual aides to work with our EL students.

3. Provided PD/support to teachers/admins based upon needs assessment data

4. Provided comprehensive PD in CELDT/LPAC language proficiency levels, rubrics, and implementation in classroom.

5. Implemented research based EL instructional strategies

Expenditures

BUDGETED
1. No additional costs

2. \$87,935
S/C (Classified Salaries/Benefits)

3. \$1170.00
S/C (Substitutes, Certificated Salaries/Benefits)

4. \$1170.00
S/C (Substitutes, Certificated Salaries/Benefits)

5. No additional costs

ESTIMATED ACTUAL
1. No additional costs

2. \$87,935
S/C (Classified Salaries/Benefits)

3. \$1170.00
S/C (Substitutes, Certificated Salaries/Benefits)

4. \$1170.00
S/C (Substitutes, Certificated Salaries/Benefits)

5. No additional costs

ANALYSIS

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

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

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

Actions and services for this goal were implemented as planned.
By providing additional staff in our multi-grade classrooms, it reduced the student to teacher ratio. Therefore, students were provided with additional services required to meet their individual needs.

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

Actions 1-5 were deemed effective due to the following data results (pg. 9) A 2% increase of all 3-8 grade students who achieved a score of Standard Met on State and Local Benchmarks in ELA, A 2% increase of all 3-8 grade EL students who achieved a score of Standard Met on State and Local Benchmarks in ELA, a 2% increase of all 3-8 grade low income students who achieved a score of Standard Met on State and Local Benchmarks in ELA, and a 2% increase of all students who achieved Standard Met in math.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No materials differences exist between budget expenditures and estimated actual expenditures.

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

After discussing the 2% increase across the board with our stakeholder groups, there was a general consensus that we would like to continue to show growth. We feel this could be accomplished by reducing grade levels in current classrooms. Therefore we will be replacing one of the current aids with an additional teacher for the 2017-2018 schoolyear.

Goal 3

Maintain current 98.5% attendance rate for all groups as measured by the district records over the next three years.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

98.5% attendance rate
State and Local Priorities
5) Pupil Engagement

- Attendance rate of students - 98.5%
- Chronic Absenteeism -0%
- Chronic Tardiness -0%
- Middle School dropout rates -0%
- High School Dropout rates -N/A
- High School Graduation rates -N/A

Attendance rate of 98.5% for all groups

ACTUAL

98.5% attendance rate
State and Local Priorities
5) Pupil Engagement

- Attendance rate of students - 98.5%
- Chronic Absenteeism -0%
- Chronic Tardiness -0%
- Middle School dropout rates -0%
- High School Dropout rates -N/A
- High School Graduation rates -N/A

Attendance rate of 97.2% for all groups

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

3

Actions/Services

PLANNED

1. Monitor daily attendance using a daily classroom attendance roster
2. Monthly unverified absence letter sent to parents
3. Weekly phone calls to families with absent students (English/Spanish)
4. Conference with parents on attendance

ACTUAL

1. Monitored daily attendance using a daily classroom attendance roster
2. Monthly unverified absence letter were sent to parents
3. Weekly phone calls were made to families with absent students (English/Spanish)
4. Conferenced with parents on attendance

5.Independent Study Programs for emergency absences

6.Information Letter sent in the Beginning of School Packet assisting parents on when to keep students home due to illnesses (English/Spanish)

7.Rewards for perfect attendance - Monthly "Popcorn With the Principal."

8.Encourage parents to make Dr. appointments after 3:00 p.m. through the week

9.Provide a safe/clean environment for students

10.Teach "Student Wellness" units in grades TK-8

11.TK-8 participate in a daily 10 minute walk at the beginning of AM recess.

5 .Independent Study Programs for emergency absences were put in place.

6.Information Letter was sent in the Beginning of School Packet assisting parents on when to keep students home due to illnesses (English/Spanish)

7.Rewards for perfect attendance were given - Monthly "Popcorn With the Principal."

8.Encouraged parents to make Dr. appointments after 3:00 p.m. through the week

9.Provided a safe/clean environment for students

10.Taught "Student Wellness" units in grades TK-8

11.TK-8 participated in a daily 10 minute

BUDGETED

1. No additional costs

2.\$50.00
S/C (Copies, Supplies)

3. No additional costs

4. No additional costs

5. No additional costs

6.\$400.00
S/C (Materials, Supplies)

7.\$500.00
S/C (Supplies)

8. No additional costs

9. No additional costs

10.\$200.00
S/C (Supplies)

11. No additional costs

ESTIMATED ACTUAL

1. No additional costs

2.\$50.00
S/C (Copies, Supplies)

3. No additional costs

4. No additional costs

5. No additional costs

6.\$409.50
Materials (S/C, Supplies)

7.\$500.00
S/C (Supplies)

8. No additional costs

9. No additional costs

10.\$200.00
S/C (Supplies)

11. No additional costs

Expenditures



ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Daily, Weekly, Monthly communication with parents equals high attendance rates! (classroom attendance roster, monthly unverified absence letters, weekly phone calls in English and Spanish, rewards for perfect attendance, class dojo app., etc.)
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Actions 1-11 were deemed overall effective. However, a 1.3% decrease occurred from the prior year. Action 2: There was a decrease in the number of Monthly Unverified Absence letters. Action 3: If a voicemail is left, a follow up call needs to occur if the District doesn't receive a call back from the parent within 48 hours..
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	No materials differences exist between budget expenditures and estimated actual expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	After discussing the 1.3% decrease across the board with our stakeholder groups, there was a general consensus there was a need for additional follow up on Actions 2 & 3. We would like to see 100% of the monthly unverified absence letters returned to the district office. We feel this could be accomplished by creating a District Attendance Team to follow up on these two actions. * Due to the fact this goal has been met, it was agreed upon by all stake holder groups this goal did not need to be a focus area and would be incorporated into and monitored in the remaining goals.

Goal 4

By June 2019, 100% of all students/ parents/staff will feel connected to Belridge Elementary as measured by student/parent surveys/interviews.

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

97% of all students/parents/staff will feel connected

State and Local Priorities

Priority 3) PARENTAL INVOLVEMENT

- Stakeholder Meetings to improve parental involvement for all pupils including unduplicated students and those with exceptional needs. (School Site **(4)** meetings,) (Parent Club **(4)** meetings,) (Community After school Activities **(7)** meetings)
- Healthy Kids Survey - 100 % of our families will participate in the survey. All parents were invited through student activities or individual invitation as necessary.
- APS - of our parents participated in the survey. Results confirmed the Healthy Kids Survey.

6)School Climate

- Suspension rate for 2016-2017 0%
- Expulsions rate for 2016-2017 0%
- Healthy Kids Survey - 95% of Belridge Students will feel safe and connected to our school – 96% of Parents will feel safe and connected to our school – 98% of Staff feel will safe and connected to our school.

ACTUAL

100% of all students/parents/staff felt connected

State and Local Priorities

Priority 3) PARENTAL INVOLVEMENT

- Stakeholder Meetings were held to improve parental involvement for all pupils including unduplicated students and those with exceptional needs. School Site/Parent Club/ Community After school Activities **(9)**
- Healthy Kids Survey - 100 % of our families participated in the survey. All parents were invited through student activities or individual invitation as necessary.
- APS - of our parents participated in the survey. Results confirmed the Healthy Kids Survey.

6)School Climate

- Suspension rate for 2016-2017 0%
- Expulsions rate for 2016-2017 0%
- Healthy Kids Survey - 100% of Belridge Students felt safe and connected to our school – 100% of Parents felt safe and connected to our school – 100% of Staff felt safe and connected to our 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.

Actions/Services

PLANNED

1. Conduct Staff, Student Parent, and Board Member Interviews/Surveys
2. Quarterly School Site Council Meetings (4)
3. Quarterly Parent/Community Meetings (4)
4. Parent/Student Advisory Meetings (7)
5. Latino Literacy for Parents
6. Interactive School Website
7. Written Communication (English/Spanish) (Progress reports, Monthly Classroom Newsletters, Classroom Calendars, Happy Grams)
8. Home Visitations
9. Weekly Phone Calls to Parents
10. Parent Involvement Activities: (Back To School Night, Fall Festival, Family Math Night, Monthly Sports Activities, Parent Conferences, Reading Slumber Party, Red Ribbon Week, Science Exploration, Spring Open House, Student Performances, Technology Night, Cinco De Mayo, Friday Night Live)

ACTUAL

1. Conducted Staff, Student Parent, and Board Member Interviews/Surveys
2. Quarterly School Site Council Meetings (9) were held.
3. Quarterly Parent/Community Meetings (9) were held.
4. Parent/Student Advisory Meetings (9) were held.
5. Latino Literacy for Parents was held.
6. Interactive School Website was maintained
7. Written Communication (English/Spanish) (Progress reports, Monthly Classroom Newsletters, Classroom Calendars, Happy Grams) was performed
8. Home Visitations occurred.
9. Weekly Phone Calls were made to Parents
10. Parent Involvement Activities: (Back To School Night, Fall Festival, Family Math Night, Monthly Sports Activities, Parent Conferences, Reading Slumber Party, Red Ribbon Week, Science Exploration, Spring Open House, Student Performances, Technology Night, Cinco De Mayo, Friday Night Live) were held

Expenditures

BUDGETED

1. \$50.00
S/C (Copies, Supplies)
2. \$250.00
S/C (Travel & Conference)
3. \$100.00
S/C (Materials, Supplies)
4. \$50.00
S/C (Travel & Conference)

ESTIMATED ACTUAL

1. \$50.00
S/C (Copies, Supplies)
2. \$250.00
S/C (Travel & Conference)
3. \$100.00
S/C (Materials, Supplies)
4. \$50.00
S/C (Travel & Conference)

5.\$500.00 S/C (Supplies)	5.\$500.00 S/C (Supplies)
6. No additional costs	6. No additional costs
7.\$500.00 S/C (Supplies)	7.\$500.00 S/C (Supplies)
8. No additional costs	8. No additional costs
9. No additional costs	9. No additional costs
10.\$2500.00 S/C (Supplies)	10.\$2500.00 S/C (Supplies)

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Stakeholders note the direct correlation between feeling safe and connected and frequent communication between <i>ALL</i> students, parents, community members, and staff.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Actions 1-10 were deemed effective due to data (Healthy Kids Survey) collected that showed a 3% increase in the number of students who felt safe and connected to our school, a 2% increase in the number of parents who felt safe/connected, and we remained at a strong 98% of all staff who felt safe/connected to our school. The participation rate of parents/community in our "Parent Involvement Activities" also reflect the strong feeling of connection to our school.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	No materials differences exist between budget expenditures and estimated actual expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	After discussing the increases across the board with our stakeholder groups, there was a general consensus that we would like to achieve a score of 100% of students, parents, and staff feeling safe/connected to our school. Therefore, we will continue providing additional "Parent Involvement Activities" which will allow face to face meetings and communication regarding concerns/input from all stakeholders. This will also help to strengthen the roles of the members of The Belridge Elementary School District T.E.A.M. (Together Everyone Achieves More.) * Due to the fact this goal has been met, it was agreed upon by all stake holder groups this goal did not need to be a focus area and would be incorporated into and monitored in the remaining goals.

Goal 5

By June 2019, the Common Core State Standards for all students will be fully implemented within the district as measured by the APS and Administrative observation.

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

Common Core State Standards will be substantially implemented as measured by APS and administrative observation.

State and Local Priorities

Priority 2) IMPLEMENTATION OF STATE STANDARDS

- Implementation of the academic content and performance standards adopted by the state board will be substantially implemented as measured by the APS and Administrative observation.
- 100 % of EL students are able to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD as indicated by Administrative observation.

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

- 100% of students have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a)
- Programs and services are developed and provided to 100% of unduplicated pupils.
- Programs and services are developed and provided to 100% of individuals with exceptional needs.

Priority 8) Other pupil Outcomes

- 92.9% of English learner pupils will maintain growth in English proficiency as measured by the CELDT
- 95% of students will maintain score 100% on PFT end of the year Fitness Test.

ACTUAL

Common Core State Standards will be substantially implemented as measured by APS and administrative observation.

State and Local Priorities

Priority 2) IMPLEMENTATION OF STATE STANDARDS

- Implementation of the academic content and performance standards were adopted by the state board will be substantially implemented as measured by the APS and Administrative observation.
- 100 % of EL students were able to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD as indicated by Administrative observation.

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

- 100% of students had access to a broad course of study that included all of the subject areas described in Section 51210 and 51220 (a)
- Programs and services were developed and provided to 100% of unduplicated pupils.
- Programs and services were developed and provided to 100% of individuals with exceptional needs.

Priority 8) Other pupil Outcomes

- 78% of English learner pupils maintained growth in English proficiency as measured by the CELDT
- 86% of students maintained a score of 100% on PFT end of the year Fitness Test.

- 52 % of the districts EL students will maintain reading, writing, speaking, and listening proficiently in English based on CELDT

- 57% of the districts EL students will maintain reading, writing, speaking, and listening proficiently in English based on CELDT

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

5

Actions/Services

Expenditures

PLANNED	ACTUAL
1. Provide Staff Training 2. Monitor progress using student study teams 3. Provide additional PD support to staff based upon needs assessment 4. Monthly observation/evaluations with feedback 5. Weekly Staff Development 6. Research/Compare/Evaluate Common Core Science/Social Studies Curriculum 7. Daily walk 8. PE classes are required to every student daily for 30 minutes.	1. Provided Staff Training 2. Monitored progress using student study teams 3. Provided additional PD support to staff based upon needs assessment 4. Monthly observation/evaluations with feedback were conducted 5. Weekly Staff Development meetings were held 6. Researched/Compared/Evaluated Common Core Science/Social Studies Curriculum 7. Walked daily 8. PE classes were required to every student daily for a minimum of 30 minutes.
BUDGETED 1. \$200.00 S/C (Supplies) 2. No additional costs 3. \$2340.00 S/C (Substitutes, Certificated Salaries/Benefits)	ESTIMATED ACTUAL 1. \$200.00 S/C (Supplies) 2. No additional costs 3. \$2340.00 Duplicate * S/C (Substitutes, Certificated Salaries/Benefits)

4. No additional costs
5.\$300.00
S/C (Supplies)
6. No additional costs
7. No additional costs
8. No additional costs

4. No additional costs
5.\$300.00
Duplicate * S/C (Supplies)
6. No additional costs
7. No additional costs
8. No additional costs

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

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

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

The weekly staff development meetings to provide staff training in monitoring progress, providing additional PD support, monthly observations/evaluations with feedback, researching/comparing/evaluating Common Core Science/Social Studies Curriculum, walking daily, and teaching PE classes for a minimum of 30 minutes a day are helping to close the gap of fully implementing the Common Core State Standards for all students.

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

Actions 1-8 were deemed effective. However, due to a 9% decrease in the number of students who maintained a score of 100% on PFT end of the year fitness training a "Student Study Team" will be created to monitor quarterly progress on PFT.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences exist between budget expenditures and estimated actual expenditures.

A Student Study Team will be created to monitor quarterly progress on PFT after Stakeholders analyzed the data showing a 9% decrease in the number of students who maintained a score of 100% on PFT end of year training.

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Our goal is to have a well-informed public in continuing to advance our students in an ever evolving world. We desire to keep the lines of communication open and welcome any suggestions, comments, or questions from our stakeholders. Our work together requires teamwork, collaboration, and dedication. We believe in the power of personal connections and relations between our stakeholders which include staff, students, parents, board members, and the community. (Certificate and Classified Unions are non-existent in our District. Therefore, there is no Union representation for any of our Stakeholders.) Our vision is to provide a dedicated team, including administration, staff, students, parents, community members, and board members working in partnership to strengthen educational excellence for our students. We accomplish our vision by providing meetings throughout the year with each of our stakeholder groups.

Our Stakeholder involvement timeline/Activities include:

11/14/16 Students/Parents/Staff Healthy Kids Survey Student/Staff/Parent Surveys

8/30/16, 9/29/16, 10/28/16, 12/21/16, 1/26/17, 2/28/17, 3/31/17, 4/28/17 - *Students*

8/12/16, 8/16/16, 9/6/16, 9/20/16, 10/4/16, 10/18/16, 11/1/16, 11/15/16, 12/6/16, 12/20/16, 1/10/17, 1/24/17, 2/7/17, 2/21/17, 3/7/17, 3/21/17,4/4/17, 4/25/17 *Staff*

8/25/16, 9/29/16, 10/19/16, 11/18/16, 12/21/16, 1/26/17, 2/2/17, 3/27/17, 4/7/17 *Parents/Community* (School Site Council/Parent/DAC Meetings) (LCAP Annual Update Discussion/Questions/Answers)

8/15/16, 9/13/16, 10/11/16,11/8/16, 12/13/16, 1/17/17, 2/14/17, 3/14/17, 4/18/17- *Board Members*

Board Meeting (LCAP Annual Update)

5/22/17 Board Members - Public Hearing Board Meeting

6/13/17 Board Members - Adopt Annual Updated LCAP Plan -Board Mtg.

After collecting the data from the stakeholder meetings, we composed the following list that would impact the LCAP. They include:

- Continue weekly written communication in English/Spanish with our parents/community
- Continue biweekly verbal communication in English/Spanish with our parents/community
- Continue RLA Common Core Curriculum training/PD
- Provide a 2 week summer school reading program in 2017/18
- Research/Compare/Evaluate Common Core Science/Social Studies curriculum to purchase when state adopted.

IMPACT ON LCAP AND ANNUAL UPDATE

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

Student, Staff, Parent/Community, and Board LCAP Advisory Committees

After analyzing our State and local data, and obtaining input from staff and stakeholders, we identified our focus areas to be stated in two goals for the next three years.

GOAL 1: All students will achieve and improve at a high rate academically and be invested in their learning.

GOAL 2: Parents and students feeling engaged, safe, connected, and healthy in a caring comfortable learning environment every day.

As a result of all stakeholder feedback, we will continue with monthly communication between all stakeholder groups, create a Student Study Team to monitor quarterly progress on PFT, and enforce the reformatted goals to better serve the community and to encourage student engagement.

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.

	<input checked="" type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<u>Goal 1</u>	GOAL 1: All students will achieve and improve at a high rate academically and be invested in their learning.		

State and/or Local Priorities Addressed by this goal:

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

Identified Need

After Stakeholders reviewed local and state assessment scores, it was determined to continue to focus on reading/writing in ELA schoolwide. We are also striving to have 0% of our students in the "Not Met" rubric on the Smarter Balanced Achievement /Local Benchmark Tests in R.L.A./Math. We are currently at 14%. All students currently demonstrate 28% Standard Met in math on Smarter Balanced.

It was also determined there is a need to continue striving to meet our goal expectations for our English Language Learners to promote achievement and improvement at a high rate academically and to ensure these students are invested in their learning.

Stakeholders noted the correlation between students being invested in their learning and high academic achievement. Therefore there is a need to foster in every student an intrinsic desire to succeed.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1(a): Basic Services -Teachers appropriately assigned and fully credentialed for assignment	100% are fully credentialed and appropriately assigned	Maintain 100% are fully credentialed and appropriately assigned	Maintain 100% are fully credentialed and appropriately assigned	Maintain 100% are fully credentialed and appropriately assigned

<p>Priority 1(b): Pupils access to standards-aligned materials</p>	<p>100% of students will have standards-aligned materials</p>	<p>Maintain 100% of students will having standards-aligned materials</p>	<p>Maintain 100% of students will having standards-aligned materials</p>	<p>Maintain 100% of students will having standards-aligned materials</p>
<p>Priority 1 (c) School facilities maintained in good repair: All facilities continue to have an overall rating of "Exemplary" as indicated on the FIT report.</p>	<p>The facility has an overall rating of "Exemplary" as indicated on the FIT report.</p>	<p>Maintain overall rating of "Exemplary" as indicated on the FIT report.</p>	<p>Maintain overall rating of "Exemplary" as indicated on the FIT report.</p>	<p>Maintain overall rating of "Exemplary" as indicated on the FIT report.</p>
<p>Priority 2a: Implementation of State Standards: Establish procedures and a process for administrators to evaluate common core implementation in classrooms.</p>	<p>100% of teachers received CCSS professional development</p>	<p>100% of teachers will continue to receive CCSS professional development</p>	<p>100% of teachers will continue to receive CCSS professional development</p>	<p>100% of teachers will continue to receive CCSS professional development</p>
<p>Priority 2b: Implementation of State Standards <i>and ELD standards for our English Learners:</i> Maintain 100% of EL students having at least 30 minutes designated EL time at elementary level</p>	<p>(1)EL students were provided an additional 30-45 minutes daily of ELD instruction, in addition to being provided ELA interventions based on assessment data to meet the individual needs of our EL students.</p>	<p>(1)EL students were provided an additional 30-45 minutes daily of ELD instruction, in addition to being provided ELA interventions based on assessment data to meet the individual needs of our EL students. (2) ELD standards was</p>	<p>(1)EL students were provided an additional 30-45 minutes daily of ELD instruction, in addition to being provided ELA interventions based on assessment data to meet the individual needs of our EL students. (2) ELD standards was</p>	<p>(1)EL students were provided an additional 30-45 minutes daily of ELD instruction, in addition to being provided ELA interventions based on assessment data to meet the individual needs of our EL students. (2) ELD standards was implemented in class for</p>

and 45 minutes at middle and high school level. Piloting new ELD adoption with impeded ELD curriculum, and all teachers will continue to use SDAIE strategies to ensure all students have access to ELD standards.	(2) ELD standards was implemented in class for integrated instruction daily and additional 30-45 minutes of instruction daily for designated instruction as evidenced in lesson plans.	implemented in class for integrated instruction daily and additional 30-45 minutes of instruction daily for designated instruction as evidenced in lesson plans.	implemented in class for integrated instruction daily and additional 30-45 minutes of instruction daily for designated instruction as evidenced in lesson plans.	integrated instruction daily and additional 30-45 minutes of instruction daily for designated instruction as evidenced in lesson plans.
Priority 4 (a) Pupil Achievement: State Assessments	Belridge CAASP results (met/exceed) will increase in both ELA and Math. Schoolwide ELA 59% Schoolwide Math 50%	Belridge CAASP results (met/exceed) will increase in both ELA and Math. Schoolwide ELA 61% Schoolwide Math 55%	Belridge CAASP results (met/exceed) will increase in both ELA and Math. Schoolwide ELA 63% Schoolwide Math 60%	Belridge CAASP results (met/exceed) will increase in both ELA and Math. Schoolwide ELA 65% Schoolwide Math 65%
Priority 4(b): API N/A	N/A	N/A	N/A	N/A
Priority 4(c): Pupil Achievement: Percentage of pupils completing a-g or CTE sequences/programs: N/A	N/A	N/A	N/A	N/A
Priority 4(d) Pupil Achievement: <i>Percentage of EL pupils making</i>	78% of EL pupils made progress toward English proficiency as measured by the	81% of EL pupils will make progress toward English proficiency as measured by the	84% of EL pupils will make progress toward English proficiency as measured by the	87% of EL pupils will make progress toward English proficiency as measured by the

<i>progress toward English proficiency</i>	CELDT/ELPAC	CELDT/ELPAC	CELDT/ELPAC	CELDT/ELPAC
Priority 4e: Pupil Achievement: <u>English Learner reclassification rate:</u> From 45% to 54%	Pupil Achievement for English Learner reclassification rate: 45%	Pupil Achievement: English Learner reclassification rate: 48%	Pupil Achievement: English Learner reclassification rate: 51%	Pupil Achievement: English Learner reclassification rate: 54%
Priority 4f: Pupil Achievement: <i>Percentage of pupils passing AP exam with 3 or higher</i>	N/A	N/A	N/A	N/A
Priority 4g: Pupil Achievement: <i>Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other)</i>	N/A	N/A	N/A	N/A
Priority 7a: Course Access: Extent to which pupils have access to and are enrolled in a broad course of study: 100% of students had access to a broad course of study that included all of the subject areas described in Section 51210 and	100% of students will have access to a broad course of study that included all of the subject areas described in Section 51210 and 51220 (a)	100% of students will maintain access to a broad course of study that included all of the subject areas described in Section 51210 and 51220 (a)	100% of students will maintain access to a broad course of study that included all of the subject areas described in Section 51210 and 51220 (a)	100% of students will maintain access to a broad course of study that included all of the subject areas described in Section 51210 and 51220 (a)

51220 (a)				
<p>Priority 7b: Course Access: <i>Extent to which pupils have access and are enrolled in programs and services for unduplicated pupils:</i> 100% of unduplicated pupils are provided with programs and services based on state standards and student needs as indicated by local assessment data.</p>	<p>100% of unduplicated pupils are provided with programs and services based on state standards and student needs as indicated by local assessment data.</p>	<p>100% of unduplicated pupils will be provided with programs and services based on state standards and student needs as indicated by local assessment data.</p>	<p>100% of unduplicated pupils will be provided with programs and services based on state standards and student needs as indicated by local assessment data.</p>	<p>100% of unduplicated pupils will be provided with programs and services based on state standards and student needs as indicated by local assessment data.</p>
<p>Priority 7c: Course Access: <i>Extent to which pupils have access and are enrolled in programs and services for unduplicated pupils:</i> 100 % of students with exceptional needs are provided programs and services are based on IEP, state standards, and student needs as indicated by local assessment data.</p>	<p>100 % of students with exceptional needs are provided programs and services are based on IEP, state standards, and student needs as indicated by local assessment data.</p>	<p>100 % of students with exceptional needs will be provided programs and services are based on IEP, state standards, and student needs as indicated by local assessment data.</p>	<p>100 % of students with exceptional needs will be provided programs and services are based on IEP, state standards, and student needs as indicated by local assessment data.</p>	<p>100 % of students with exceptional needs will be provided programs and services are based on IEP, state standards, and student needs as indicated by local assessment data.</p>

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 **1-1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Use diagnostic tools to assess students (Reading placement tests, Star reading placement tests, HM Beginning of the Year Inventory, Running records, Dolche word list, Phonemic awareness test, McDougal Little Beginning of Year Benchmark, Writing Inventory, and HM Timed reading fluency test)	Use diagnostic tools to assess students (Reading placement tests, Star reading placement tests, HM Beginning of the Year Inventory, Running records, Dolche word list, Phonemic awareness test, McDougal Little Beginning of Year Benchmark, Writing Inventory, and HM Timed reading fluency test)	Use diagnostic tools to assess students (Reading placement tests, Star reading placement tests, HM Beginning of the Year Inventory, Running records, Dolche word list, Phonemic awareness test, McDougal Little Beginning of Year Benchmark, Writing Inventory, and HM Timed reading fluency test)

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="No additional costs"/>	Amount <input type="text" value="No additional costs"/>	Amount <input type="text" value="No additional costs"/>

Source	N/A	Source	N/A	Source	N/A
Budget Reference	N/A	Budget Reference	N/A	Budget Reference	N/A

Action **1-2**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Renew Accelerated Reading Program	Renew Accelerated Reading Program	Renew Accelerated Reading Program

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 4,429.00	Amount: 4,429.00	Amount: 4,429.00
Source: Sup/Con	Source: Sup/Con	Source: Sup/Con
Budget Reference: Books/Supplies (4300)	Budget Reference: Books/Supplies (4300)	Budget Reference: Books/Supplies (4300)

Action **1-3**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide PD/support to teachers/ Admins based upon needs assessment Plan and training in CELDT/ELPAC language proficiency levels, rubrics, and implementation.	Provide PD/support to teachers/ Admins based upon needs assessment Plan and training in CELDT/ELPAC language proficiency levels, rubrics, and implementation.	Provide PD/support to teachers/ Admins based upon needs assessment Plan and training in CELDT/ELPAC language proficiency levels, rubrics, and implementation.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 4,500.00	Amount: 4,500.00	Amount: 4,500.00
Source: Sup/Con	Source: Sup/Con	Source: Sup/Con
Budget Reference: Travel & Conference (5200)	Budget Reference: Travel & Conference (5200)	Budget Reference: Travel & Conference (5200)

Action **1-4**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
2 Week Summer School Reading Program	2 Week Summer School Reading Program	2 Week Summer School Reading Program

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 3,000.00	Amount: 3,000.00	Amount: 3,000.00
Source: Sup/Con	Source: Sup/Con	Source: Sup/Con
Budget Reference: Certificated Teacher Salary/Benefits (1100)	Budget Reference: Certificated Teacher Salary/Benefits (1100)	Budget Reference: Certificated Teacher Salary/Benefits (1100)

Action **1-5**

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

[Students to be Served](#)

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

[Location\(s\)](#)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

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

[Location\(s\)](#)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Purchase AR Books for Class Libraries

Purchase AR Books for Class Libraries

Purchase AR Books for Class Libraries

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount 3,000.00

Amount 3,000.00

Amount 3,000.00

Source Sup/Con

Source Sup/Con

Source Sup/Con

Budget Reference Books & Supplies (4300)

Budget Reference Books & Supplies (4300)

Budget Reference Books & Supplies (4300)

Action **1-6**

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

[Students to be Served](#)

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

[Location\(s\)](#)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

[Students to be Served](#)
 English Learners
 Foster Youth
 Low Income

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

[Location\(s\)](#)
 All schools
 Specific Schools: _____
 Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Conduct student shadowing activity/needs assessment	Conduct student shadowing activity/needs assessment	Conduct student shadowing activity/needs assessment

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: Not additional costs	Amount: Not additional costs	Amount: Not additional costs
Source: N/A	Source: N/A	Source: N/A
Budget Reference: N/A	Budget Reference: N/A	Budget Reference: N/A

Action **1-7**

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

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

[Location\(s\)](#)
 All schools
 Specific Schools: _____
 Specific Grade spans: _____

OR

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

[Students to be Served](#)
 English Learners
 Foster Youth
 Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Provide 1.0 FTE 3-5 Teacher/Benefits

Maintain 1.0 F.T.E 3-5 teacher/benefits

Maintain 1.0 F.T.E 3-5 teacher/benefits

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount 78,000.00

Amount 80,000.00

Amount 82,000.00

Source Sup/Con

Source Sup/Con

Source Sup/Con

Budget Reference Certificated Teacher Salary/Benefits (1100)

Budget Reference Certificated Teacher Salary/Benefits (1100)

Budget Reference Certificated Teacher Salary/Benefits (1100)

Action **1-8**

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

Students to be Served

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Implement research based EL instructional strategies	Continue to implement research based EL instructional strategies	Continue to implement research based EL instructional strategies

BUDGETED EXPENDITURES

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

Action 1-9

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

Monitor progress using monthly observation/evaluations with feedback, and our Student Study Team

Continue to monitor progress using monthly observation/evaluations with feedback, and our Student Study Team

Continue to monitor progress using monthly observation/evaluations with feedback, and our Student Study Team

BUDGETED EXPENDITURES

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

New Modified Unchanged

Goal 2

GOAL 2: Parents and students feeling engaged, safe, connected, and healthy in a caring comfortable learning environment every day.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

After Stakeholders reviewed the Healthy Kids Survey Results, PFT Results, and discussed Schoolwide Fitness goals, it was determined the importance of focusing on keeping 100% of students, parents, and staff feeling safe and connected to our school. Stakeholders note the direct correlation between feeling safe and connected and high attendance rates.

It was also determined there is a need to continue to set a good example for a healthy lifestyle and to model healthy habits. Staff will continue to participate/model daily physical activities: schoolwide daily walk, teaching physical fitness to TK-8 grade students, and promote healthy eating habits by providing

healthy/nutritious lunches in the school cafeteria.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Priority 3a: Parental Involvement: <i>Efforts to seek parent input in making decisions for district and sites:</i> Maintain monthly parent/community and School Site Council meetings. Establish baseline data for the number of parents that attend Community After school Activities with sign in sheets.</p>	<p>Maintain monthly parent/community and School Site Council meetings. Establish baseline data for the number of parents that attend Community After school Activities with sign in sheets</p>	<p>Maintain monthly parent/community and School Site Council meetings.</p>	<p>Maintain monthly parent/community and School Site Council meetings.</p>	<p>Maintain monthly parent/community and School Site Council meetings.</p>
<p>Priority 3b: Parental Involvement: <i>District promotes participation of parents of unduplicated students:</i> Maintain monthly parent meetings. Schedule a reclassification informational meeting for all EL parents in the first semester of the school year. Establish baselines of participating parents with sign in sheets.</p>	<p>Maintain monthly parent meetings. Schedule a reclassification informational meeting for all EL parents in the first semester of the school year. Establish baselines of participating parents with sign in sheets.</p>	<p>Maintain monthly parent meetings. Schedule a reclassification informational meeting for all EL parents in the first semester of the school year.</p>	<p>Maintain monthly parent meetings. Schedule a reclassification informational meeting for all EL parents in the first semester of the school year.</p>	<p>Maintain monthly parent meetings. Schedule a reclassification informational meeting for all EL parents in the first semester of the school year.</p>
<p>Priority 3c: Parental Involvement: <i>District promotes participation of parents</i></p>	<p>100% of parents will be invited to attend all scheduled initial, annual,</p>	<p>100% of parents will continue to be invited and attend all scheduled</p>	<p>100% of parents will continue to be invited and attend all scheduled</p>	<p>100% of parents will continue to be invited and attend all scheduled initial,</p>

<p><i>of students with exceptional needs: 100% of parents will continue to be invited and attend all scheduled initial, annual, triennial, and needed IEP meetings as evidenced by invitations. 100% of parents will continue to be invited and attend all scheduled 504 meetings as evidenced by invitations</i></p>	<p>triennial, and needed IEP meetings as evidenced by invitations. 100% of parents will continue to be invited and attend all scheduled 504 meetings as evidenced by invitations</p>	<p>initial, annual, triennial, and needed IEP meetings as evidenced by invitations. 100% of parents will continue to be invited and attend all scheduled 504 meetings as evidenced by invitations</p>	<p>initial, annual, triennial, and needed IEP meetings as evidenced by invitations. 100% of parents will continue to be invited and attend all scheduled 504 meetings as evidenced by invitations</p>	<p>annual, triennial, and needed IEP meetings as evidenced by invitations. 100% of parents will continue to be invited and attend all scheduled 504 meetings as evidenced by invitations</p>
<p>Priority 5a: Pupil Engagement: <i>School Attendance Rate:</i> Overall District Rate: 98.5% to 97.2%</p>	<p>Pupil Engagement: <i>School Attendance Rate:</i> 97.2%</p>	<p>Pupil Engagement: <i>School Attendance Rate</i> will increase to 97.5%</p>	<p>Pupil Engagement: <i>School Attendance Rate</i> will increase to 98%</p>	<p>Pupil Engagement: <i>School Attendance Rate</i> will increase to 98.5%</p>
<p>Priority 5b: Pupil Engagement: <i>Chronic absenteeism Rate:</i> 0%</p>	<p>Pupil Engagement: <i>Chronic absenteeism Rate:</i> 0%</p>	<p>Chronic absenteeism rate: Maintain 0%</p>	<p>Chronic absenteeism rate: Maintain 0%</p>	<p>Chronic absenteeism rate: Maintain 0%</p>
<p>Priority 5c: Pupil Engagement: <i>Middle School dropout rate:</i> Stay consistent at 0%</p>	<p><i>Middle School dropout rate:</i> 0%</p>	<p><i>Maintain Middle School dropout rate:</i> 0%</p>	<p><i>Maintain Middle School dropout rate:</i> 0%</p>	<p><i>Maintain Middle School dropout rate:</i> 0%</p>
<p>Priority 5d: Pupil Engagement: <i>High School dropout rate:</i></p>	N/A	N/A	N/A	N/A
<p>Priority 5e: Pupil Engagement: <i>High School graduation rate:</i></p>	N/A	N/A	N/A	N/A

<p>Priority 6a: <i>Pupil Suspension Rate:</i> 0%</p>	<p>Pupil Suspension Rate: 0%</p>	<p>Pupil Suspension Rate: Maintain 0%</p>	<p>Pupil Suspension Rate: Maintain 0%</p>	<p>Pupil Suspension Rate: Maintain 0%</p>
<p>Priority 6b: <i>Pupil Expulsion Rate:</i> 0%</p>	<p>Pupil Expulsion Rate: 0%</p>	<p>Pupil Expulsion Rate: Maintain 0%</p>	<p>Pupil Expulsion Rate: Maintain 0%</p>	<p>Pupil Expulsion Rate: Maintain 0%</p>
<p>Priority 6c: <i>Other local measure on sense of safety and school connectedness:</i> Perceived safety at school will maintain 100% students school wide, staff, and parents based on the California Healthy Kids Survey.</p>	<p>Perceived safety at school is 100% students school wide, staff, and parents based on the California Healthy Kids Survey.</p>	<p>Perceived safety at school will maintain 100% students school wide, staff, and parents based on the California Healthy Kids Survey.</p>	<p>Perceived safety at school will maintain 100% students school wide, staff, and parents based on the California Healthy Kids Survey.</p>	<p>Perceived safety at school will maintain 100% students school wide, staff, and parents based on the California Healthy Kids Survey.</p>
<p>Priority 8: Other Pupil Outcomes: <i>Local Measures:</i> 86% of students maintained a score of 100% on PFT end of the year Fitness Test. 57% of the districts EL students will maintain reading, writing, speaking, and listening proficiently in English based on CELDT/ELPAC</p>	<p>86% of students maintained a score of 100% on PFT end of the year Fitness Test. 57% of the districts EL students will maintain reading, writing, speaking, and listening proficiently in English based on CELDT/ELPAC</p>	<p>87% of students maintained a score of 100% on PFT end of the year Fitness Test. 59% of the districts EL students will show growth reading, writing, speaking, and listening proficiently in English based on CELDT/ELPAC</p>	<p>88% of students maintained a score of 100% on PFT end of the year Fitness Test. 61% of the districts EL students will show growth reading, writing, speaking, and listening proficiently in English based on CELDT/ELPAC</p>	<p>89% of students maintained a score of 100% on PFT end of the year Fitness Test. 63% of the districts EL students will show growth reading, writing, speaking, and listening proficiently in English based on CELDT/ELPAC</p>

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 **2-1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Communicate (Written and Verbal) daily/weekly/monthly with parents/families to maintain a high attendance rate (Daily classroom attendance roster, monthly unverified absence letters, weekly phone calls to families in English/Spanish, Home visits, Information letter sent in the Beginning of School Packet assisting parents on when to keep students home due to illnesses (English/Spanish) and Parent conferences)	Continue to communicate (Written and Verbal) daily/weekly/monthly with parents/families to maintain a high attendance rate (Daily classroom attendance roster, monthly unverified absence letters, weekly phone calls to families in English/Spanish, Home visits, Information letter sent in the Beginning of School Packet assisting parents on when to keep students home due to illnesses (English/Spanish) and Parent conferences)	Continue to communicate (Written and Verbal) daily/weekly/monthly with parents/families to maintain a high attendance rate (Daily classroom attendance roster, monthly unverified absence letters, weekly phone calls to families in English/Spanish, Home visits, Information letter sent in the Beginning of School Packet assisting parents on when to keep students home due to illnesses (English/Spanish) and Parent conferences)

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 1150.00	Amount: 1150.00	Amount: 1150.00
Source: Sup/Con	Source: Sup/Con	Source: Sup/Con
Budget Reference: Supplies (4300)	Budget Reference: Supplies (4300)	Budget Reference: Supplies (4300)

Action **2-2**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Hold regular LCAP stakeholder meetings (School Site Council, Parent/Community, Staff, and Students)	Hold regular LCAP stakeholder meetings (School Site Council, Parent/Community, Staff, and Students)	Hold regular LCAP stakeholder meetings (School Site Council, Parent/Community, Staff, and Students)

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	950.00 (a) \$ (b) \$	Amount 950.00 (a) \$ (b) \$
Source	Sup/Con	Source Sup/Con
Budget Reference	(a) Supplies (4300) (b) Travel & Conference (5200)	Budget Reference (a) Supplies (4300) (b) Travel & Conference (5200)

Action **2-3**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide Parent Involvement Activities (Back to School Night, Fall Festival, Family Math Night, Monthly Sports Activities, Cinco de Mayo Celebration, Parent Conferences, Reading Slumber Party, Reb Ribbon Week, Science Exploration, Spring Open House, Student Performances, Technology Night, and Friday Night Live!)	Continue to provide Parent Involvement Activities (Back to School Night, Fall Festival, Family Math Night, Monthly Sports Activities, Cinco de Mayo Celebration, Parent Conferences, Reading Slumber Party, Reb Ribbon Week, Science Exploration, Spring Open House,	Continue to provide Parent Involvement Activities (Back to School Night, Fall Festival, Family Math Night, Monthly Sports Activities, Cinco de Mayo Celebration, Parent Conferences, Reading Slumber Party, Reb Ribbon Week, Science Exploration, Spring Open House, Student Performances, Technology Night,

Student Performances, Technology Night, and Friday Night Live!)

and Friday Night Live!)

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 2500.00	Amount: 2500.00	Amount: 2500.00
Source: Sup/Con	Source: Sup/Con	Source: Sup/Con
Budget Reference: Supplies (4300)	Budget Reference: Supplies (4300)	Budget Reference: Supplies (4300)

Action **2-4**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide Staff Training based upon Needs Assessment	Provide Staff Training based upon Needs Assessment	Provide Staff Training based upon Needs Assessment

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20			
Amount	3000.00	Amount	3000.00	Amount	3000.00
Source	Sup/Con	Source	Sup/Con	Source	Sup/Con
Budget Reference	Travel & Conference (5200)	Budget Reference	Travel & Conference (5200)	Budget Reference	Travel & Conference (5200)

Action **2-5**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Monitor progress using monthly observation/evaluations with feedback, and our Student Study Team	Monitor progress using monthly observation/evaluations with feedback, and our Student Study Team	Monitor progress using monthly observation/evaluations with feedback, and our Student Study Team

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20			
Amount	No additional costs	Amount	No additional costs	Amount	No additional costs

Source	N/A	Source	N/A	Source	N/A
Budget Reference	N/A	Budget Reference	N/A	Budget Reference	N/A

Action **2-6**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Participate in 6 daily walk and 30 minute PE class	Participate in 6 daily walk and 30 minute PE class	Participate in 6 daily walk and 30 minute PE class

BUDGETED EXPENDITURES

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

Reference

Reference

Reference

Action **2-7**

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

[Students to be Served](#)

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

[Location\(s\)](#)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

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

[Location\(s\)](#)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide Independent Study Programs for emergency absences in order to support student learning.

2018-19

New Modified Unchanged

Provide Independent Study Programs for emergency absences in order to support student learning.

2019-20

New Modified Unchanged

Provide Independent Study Programs for emergency absences in order to support student learning.

BUDGETED EXPENDITURES

2017-18

Amount

No additional costs

Source

N/A

Budget Reference

N/A

2018-19

Amount

No additional costs

Source

N/A

Budget Reference

N/A

2019-20

Amount

No additional costs

Source

N/A

Budget Reference

N/A

Action **2-8**

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

Students to be Served

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Incentives for Perfect Attendance	Incentives for Perfect Attendance	Incentives for Perfect Attendance

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 500.00	Amount: 500.00	Amount: 500.00
Source: Sup/Con	Source: Sup/Con	Source: Sup/Con
Budget Reference: Supplies (4300)	Budget Reference: Supplies (4300)	Budget Reference: Supplies (4300)

Action **2-9**

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

[Students to be Served](#)

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

[Location\(s\)](#)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

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

[Location\(s\)](#)

All schools Specific Schools: _____ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Provide a safe/clean environment for students

Continue to provide a safe/clean environment for students

Continue to provide a safe/clean environment for students

[BUDGETED EXPENDITURES](#)

2017-18

2018-19

2019-20

Amount No additional costs

Amount No additional costs

Amount No additional costs

Source N/A

Source N/A

Source N/A

Budget Reference N/A

Budget Reference N/A

Budget Reference N/A

Action **2-10**

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

[Students to be Served](#)

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

[Location\(s\)](#)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Teach "Student Wellness" units in grades TK-8	Continue to teach "Student Wellness" units in grades TK-8	Continue to teach each "Student Wellness" units in grades TK-8

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 3,300.00	Amount: 3,300.00	Amount: 3,300.00
Source: Sup/Con	Source: Sup/Con	Source: Sup/Con
Budget Reference: Professional Consulting Services (5800)	Budget Reference: Professional Consulting Services (5800)	Budget Reference: Professional Consulting Services (5800)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 72,477.00

Percentage to Increase or Improve Services:

28.91 %

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](#)).

. Belridge school district is utilizing LCFF supplemental funds to improve student achievement of low income, EL, and foster youth.

- Add a teacher to reduce class sizes
- Better aligning standards for the needs of our students
- To provide more formative assessment and feedback
- Monitoring student progress
- Providing staff training based on needs of student
- Providing support to teachers based on CELDT and ELPAC

Based on research and experience Belridge believes that this is the most effective use of funds to meet the needs of our students.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

[Plan Summary](#)

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

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

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

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

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

[Budget Summary](#)

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

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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