

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Caliente Union School District

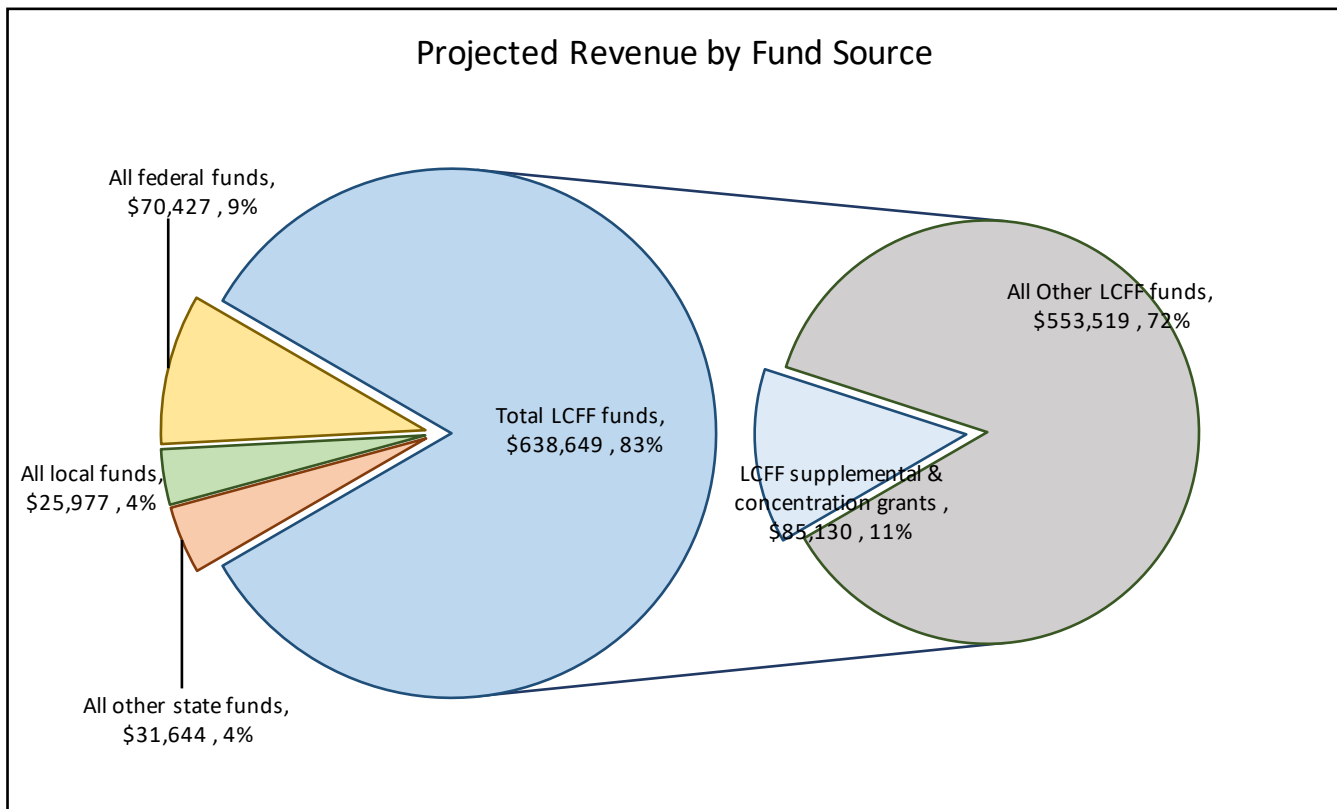
CDS Code: 15-63388

Local Control and Accountability Plan (LCAP) Year: 2019-2020

LEA contact information: Kathleen Hansen

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-2020 LCAP Year

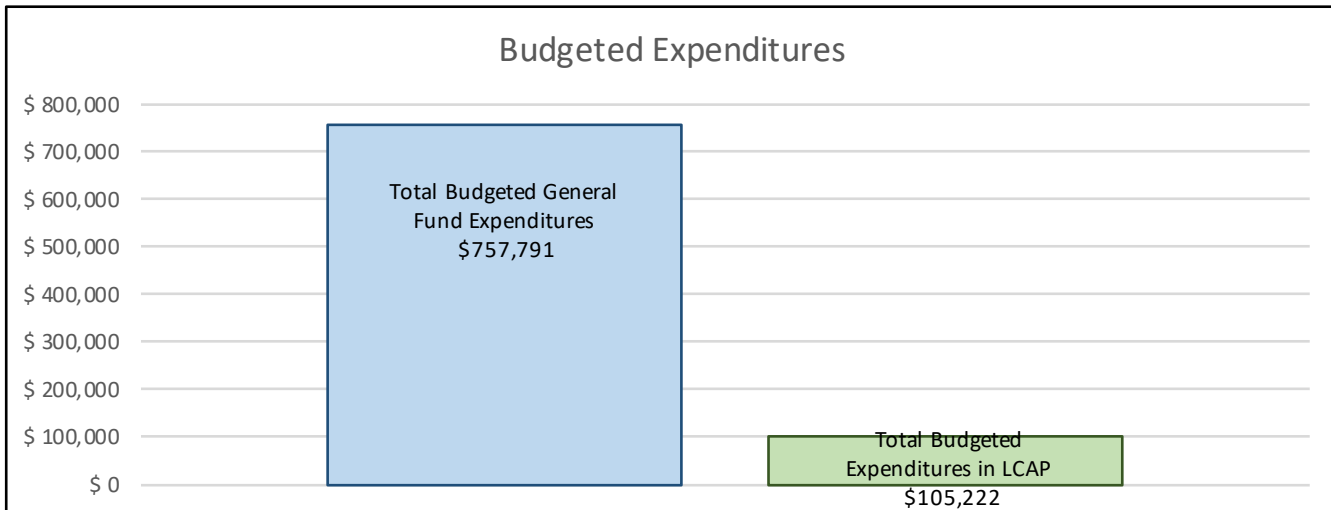


This chart shows the total general purpose revenue Caliente Union School District expects to receive in the coming year from all sources.

The total revenue projected for Caliente Union School District is \$766,696.88, of which \$638,649.00 is Local Control Funding Formula (LCFF), \$31,644.00 is other state funds, \$25,977.00 is local funds, and \$70,426.88 federal funds. Of the \$638,649.00 in LCFF Funds, \$85,130.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school district must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Caliente Union School District plans to spend for 2019-2020. It shows how much of the total is tied to planned actions and services in the LCAP.

Caliente Union School District plans to spend \$757,790.77 for the 2019-2020 school year. Of that amount, \$105,222.00 is tied to actions/services in the LCAP and \$652,568.77 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

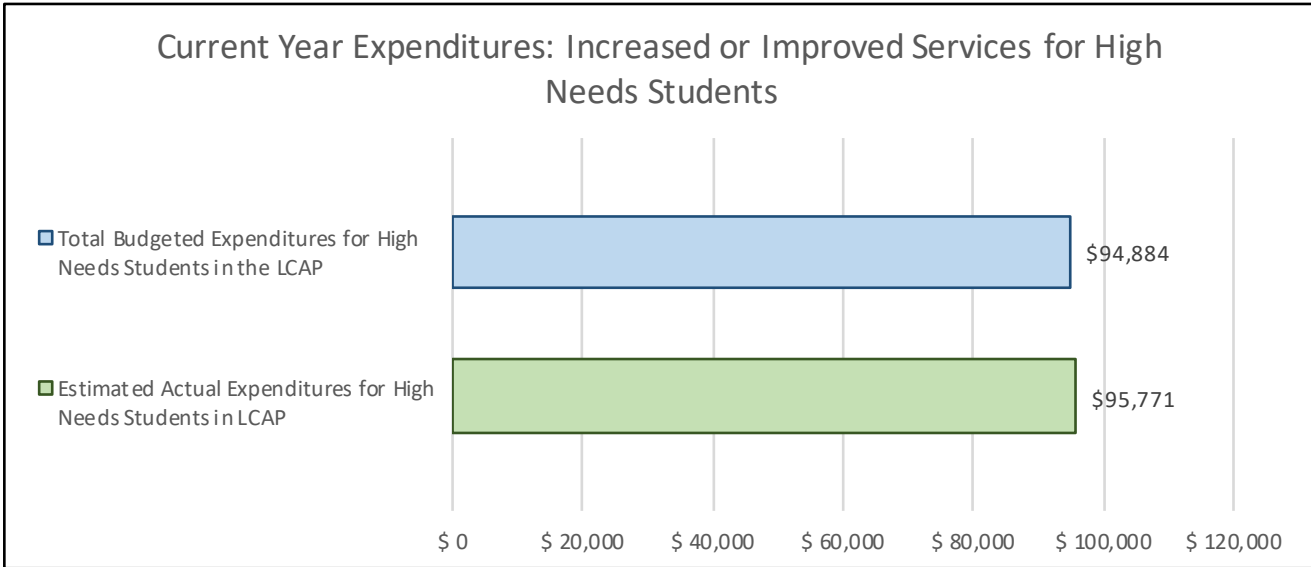
The general fund budget includes expenditures outside of the LCAP that are for general administration and support staff, as well as for maintenance and operations of the schools. Restricted programs such as Special Education and Title Program services are also included in the budget but not for LCAP goals and actions.

Increased or Improved Services for High Needs Students in 2019-2020

In 2019-2020, Caliente Union School District is projecting it will receive \$85,130.00 based on the enrollment foster youth, English learner, and low-income students. Caliente Union School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Caliente Union School District plans to spend \$100,372.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-2019



This chart compares what Caliente Union School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Caliente Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-2019, Caliente Union School District's LCAP budgeted \$94,884.00 for planned actions to increase or improve services for high needs students. Caliente Union School District estimates that it will actually spend \$95,770.75 for actions to increase or improve services for high needs students in 2018-2019.

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)

[California School Dashboard](#): 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

Contact Name and Title

Email and Phone

Caliente Union School
District

Kathleen S. Hansen,
Superintendent/Principal

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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Caliente Union School District, Piute Mountain School, is an isolated rural Kindergarten through 8th grade one school district, located 50 miles east of Bakersfield, CA. The district is categorized as 'Necessary Small School', flat funded since 2012. The Governing Board believes, "In order for education to succeed, there must be an ongoing partnership between parents/guardians, students, educators, and the community."

The past years of recession, high gas prices, drought – wells drying up, and loss of jobs in the oil industry caused young families to move out of our community, therefore a smaller population of young families remain in comparison to a larger population of retirees. There is a strong PTC, SSC, and Educational Foundation that partners with the district. All three groups are composed of community members, staff, parents, and retirees. The membership consists primarily of the same people in each organization. District benefits largely from the retiree population.

District's two buses collectively cover 100 miles per day. Present student population is 49 and it is at the 69% socio-economical level. The total unduplicated is 69%.

LCAP Highlights

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

After evaluating data collected throughout the year along with 2018 SBAC results, stakeholders, board, teachers, and SSC, it became apparent that more concentrated focus and training needed to be centered on Common Core ELA and Mathematics.

- 1) Improvement directed at staff and parents understanding of Common Core Math adopted curriculum.
- 2) Best practice and longer integrated instruction around mathematical terms will enhance students' improvement.
- 3) The use of Mathematical dialogue in classroom setting and throughout school campus.

Review of Performance

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

Greatest Progress

Local Student Progress – B.O.Y. – Beginning of the year. E.O.Y. End of the year

K-2- ELA Scores – B.O.Y – 47% E.O.Y – 61%, Math Scores B.O.Y. – 48% E.O.Y. – 91%

3-5- ELA Scores – B.O.Y. - 58% E.O.Y. – 65%, Math Scores – B.O.Y. – 30% E.O.Y. - 45%

6-7 - ELA Scores – B.O.Y. 61% - E.O.Y. 68% - Math Scores – B.O.Y. 43% – E.O.Y 57%

The 2018 California School Dashboard indicator for Suspension Rate was 1.8% of students suspended at least once and declined 8.1% from the previous year.

The 2018 California School Dashboard indicator for Chronic Absenteeism was 29.1% of students chronically absent and declined 10.6% from the previous year.

Professional development: District was able to have KCSOS instructors provide Professional Development for teachers and paraprofessional – 2 days related to Mathematics.

District added one day to teacher's contract to participate in an online training targeting Common Core adopted Math and ELA. Teachers create pacing guides at the beginning of school year. PLC are focusing on utilizing embedded ELA and Mathematic benchmarks.

During PLC time there was a focus on Classroom Instruction That Works: Research Based Strategies for Increasing Student Achievement by Robert J. Marzano.

Referring to the California School Dashboard, 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 have shown growth in all local assessments in ELA and Math, grades Kindergarten-8th.

In Grades 6-8, the following local assessments in ELA and Math has shown a slight increase in overall performance. We will continue to monitor and assess progress of our students in grades 6-8.

1. Although there were not enough students taking the state assessment for ELA. The California School Dashboard Indicators for ELA (Grade 3-8) status change 'Declined' 12.5 points and 35.6 points below standard.
2. Although there were not enough students taking the state assessment for mathematics. The California School Dashboard Indicators for Math (Grade 3-8) status change 'Maintained' -0.1 points and 64 points below standard.
3. Teacher and paraprofessional trainings available on site – District has limited substitutes due to the remote location. This makes it very difficult for teachers to attend a meeting at a different site. There are three teachers that teach three grades within combination classrooms. This is due to funding as a 'Necessary Small School'. Necessary Small School Funding for the district has been flat funded since 2012. The yearly cost of living increases and Special Education costs are making a substantial impact, therefore, the district will utilize and partner with Kern County Superintendent of Schools in providing teacher and staff trainings centered on Common Core Math curriculum and best practices, at district site, either via online or in person, 2019-2020.
4. Due to the remote area and lack of access to resources for staff there is still a need for Professional Development. The Professional Development for staff will maximize teachers' abilities to enhance student achievement in Language Arts and Mathematics.

Referring to the California School Dashboard, 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

Students are 64.1 below standard in Mathematics on the California Dashboard and 35.6 below standard in English Language Arts.

Caliente is using a paraprofessional to assist with small group instruction daily in all classrooms. This "Floating Tutor" assist all teachers during the RTI time identified by each grade level. Teachers are using RTI to target intervention for all students who are struggling. The paraprofessional offers support via enrichment for students who are performing at standard during the RTI period to assist with instruction.

Caliente has also been using the Interim Block Assessments from CAASPP to gain further knowledge of assessment and practice for students. There has also been math professional development by Kern County Superintendents of Schools to offer teacher support for math implementation.

Teachers have a Professional Learning Community time built within their week. Every Friday is an early release so teachers have time to collaborate on the 4 essential questions of a PLC:

1. What do we want students to know and do?
2. How do we know they have learned it?

3. What do we do if they have not learned it?
4. What do we do if they have learned it?

We have shown growth in all local assessments in ELA and Math, grades Kindergarten-8th.

In Grades 6-8, the following local assessments in ELA and Math has shown a slight increase in overall performance. We will continue to monitor and assess progress of our students in grades 6-8.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Annual Update

LCAP Year Reviewed: 2018-2019

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

All students will demonstrate growth in literacy and numeracy leading to college and career paths.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1 (Basic)
 Priority 2 (Implementation of State Standards)
 Priority 4 (Pupil Achievement)
 Priority 5 (Pupil Engagement)
 Priority 7 (Course Access)
 Priority 8 (Other Pupil Outcomes)

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Priority 1 (a) Number/rate of teachers not fully credentialed Maintain 0.0%	Maintain 0.0%
Priority 1 (b) Pupils have sufficient access to standards-aligned instructional materials Maintain 100% of pupils having sufficient access to standards-aligned instructional materials	Maintained 100% of pupils having sufficient access to standards-aligned instructional materials
Priority 1 (c) Overall Facility rating Maintain rating of "Good" from FIT/SARC	Maintained rating of "Good" from FIT/SARC

Expected	Actual
Priority 2 (a) Implementation of the academic content and performance standards adopted by the state board “Fully” as defined by the APS and Administrator	“Fully” as defined by the APS and Administrator
Priority 2 (b) Programs/Services to enable English Learners access to CCSS and ELD standards N/A Caliente currently does not serve any EL students.	N/A- Caliente currently does not serve any EL students
Priority 4 (a) State Assessments CAASPP ELA- ‘Yellow’ Maintained CAASPP Math- ‘Yellow’ Maintained	CAASPP ELA -There was not enough students to give a color on the dashboard however students declined 12.5 points in ELA. CAASPP Math – There was not enough students to give a color on the dashboard however students maintained in Math.
Priority 4 (b) API N/A	N/A
Priority 4 (c) Percent of students completing a CTE Course Sequence N/A	N/A
Priority 4 (d) Percent of EL students making progress towards English proficiency N/A	N/A-Caliente has no English Learner students
Priority 4 (e) EL Reclassification Rate N/A	N/A-Caliente has no English Learner students
Priority 4 (f) Percent of students passing AP exams N/A	N/A
Priority 4 (g) EAP College N/A	N/A
Priority 5(a) Attendance rate 93.5%	93.12% Attendance Rate
Priority 5 (b) Chronic Absenteeism Rate 25.5%	29.1% chronically absent
Priority 5 (c) Middle School Dropout Rate N/A	N/A

Expected	Actual
Priority 5 (e) High School Graduation Rate N/A	N/A
Priority 7 (a) Extent to which pupils have access to and are enrolled in a broad course of study Maintain 100% of students have access to a broad course of study	Maintained 100% of students have access to a broad course of study
Priority 7 (b) Extent to which pupils have access to and are enrolled in programs/ services for unduplicated pupils Maintain Programs and services are developed and provided to 100% of unduplicated pupils	Maintained Programs and services are developed and provided to 100% of unduplicated pupils
Priority 7 (c) Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs Maintain Programs and services are developed and provided to 100% of exceptional needs pupils	Maintained Programs and services are developed and provided to 100% of exceptional needs pupils
Priority 8 (a) Other Student Outcomes Physical Fitness Test results- 70% (5th& 8th) fall into the HF (Healthy Fitness Zone)	Physical Fitness Test results- 72% (5th& 7th) fall into the HF (Healthy Fitness Zone) due to small pupil population.

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 1a

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Visual Charts are in the cafeteria listing every classroom with a fill in graph. Students are able to see how their classroom is doing with perfect attendance. 	All planned Actions/Services were completed in the 2018-2019 year including Visual charts in the cafeteria, end of quarter perfect attendance awards, Parent attendance at award assemblies,	\$130 Supplemental /Concentration Supplies	\$130 Supplemental /Concentration Supplies

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • At the end of the quarter, during the Award Assembly, the Classroom Perfect Attendance Winner are announced and classroom did receive a trophy. At the end of the year, the classroom with the highest score for Perfect Attendance will receive a classroom party and overall trophy. • Parents are invited to quarterly award's assemblies and the importance of students' attendance is shared in a multiple of venues. • Community has a part time Deputy Sheriff. District is in on-going collaboration with Deputy Sheriff and CPS as needed for truancy's issues; College Community Services provides counselling services for students as needed. There is also an ongoing partnership with CPS. 	<p>Deputy Sheriff partnership to assist school with communication and support with truancy, and College Community Services providing counseling services for students as needed.</p>		

Action 1b

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Maintain small class sizes to provide students with a lower student to teacher ratio. The district will employ 3 general education Teachers • BTSA/Intern 	<p>All planned Actions/Services were completed in the 2018-2019 which included:</p> <ul style="list-style-type: none"> • Maintain small class sizes to provide students with a lower student to teacher 	<p>a. \$77,312 b. \$3,650 (BTSA) a. Supplemental /Concentration b. Title II</p>	<p>a. \$77,312 b. \$3,650 (BTSA) a. Supplemental /Concentration b. Title II</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Teacher/Staff Handbook • PLC: Classroom Instruction That Works: Research Based Strategies For Increasing Student Achievement ~ Robert Marzano online trainings. 	<p>ratio. The district will employ 3 general education Teachers.</p> <ul style="list-style-type: none"> • Grade level class size were as follows: Kinder/1st/2nd grade classroom = 19 3rd – 5th grade classroom = 17 6th – 8th grade classroom = 14 • BTSA/Intern • Teacher/Staff Handbook • PLC: Classroom Instruction That Works: Research Based Strategies For Increasing Student Achievement ~ Robert Marzano online trainings. 	<ul style="list-style-type: none"> a. Certificated Salaries & Benefits b. Certificated Salaries & Benefits 	<ul style="list-style-type: none"> a. Certificated Salaries & Benefits b. Certificated Salaries & Benefits

Action 1c

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>BIIG (Broadband Infrastructure Grant) more bandwidth for SBAC, Virtual Library, more technology access for teachers and students</p>	<p>All planned Actions/Services were completed in the 2018-2019 which included:</p> <ul style="list-style-type: none"> • BIIG (Broadband Infrastructure Grant) more bandwidth for SBAC, Virtual Library, more technology access for teachers and students 	<p>\$4032 yearly Supplemental /Concentration Services & Other</p>	<p>\$ 0 Supplemental /Concentration Services & Other</p>

Action 1d

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • RTI (Response To Intervention) – ‘Floating Tutor’ works 30 minutes in each classroom setting providing student enrichment while teacher works with non-proficient targeted ELA/Math students. • 1-hour session - Math/ELA tutoring for students 3 times a week. • Quarterly Benchmarks will be given to students to assess, reevaluate, reteach, and advance. 	<p>All planned Actions/Services were completed in the 2018-2019 which included:</p> <ul style="list-style-type: none"> • RTI (Response To Intervention) – ‘Floating Tutor’ works 30 minutes in each classroom setting providing student enrichment while teacher works with non-proficient targeted ELA/Math students. • 1-hour session - Math/ELA tutoring for students 3 times a week. • Quarterly Benchmarks will be given to students to assess, reevaluate, reteach, and advance. 	<p>\$7,100 Supplemental /Concentration Certificated Salaries & Benefits</p>	<p>\$ 2,218.75 = 3 X wk tutoring Supplemental /Concentration Certificated Salaries & Benefits</p>

Action 1e

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Music and Art lessons will each be provided</p>	<p>All planned Actions/Services were completed in the 2018-2019 which included:</p> <ul style="list-style-type: none"> • Music and Art lessons provided to students 	<p>No Cost</p>	<p>No Cost</p>

Action 1f

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
IT 3 times a month to maintain equipment	<p>All planned Actions/Services were completed in the 2018-2019 which included:</p> <ul style="list-style-type: none"> IT 3 times a month to maintain equipment 	<p>\$2,000 Supplemental /Concentration Classified Salaries & Benefits</p>	<p>\$7,200 Supplemental /Concentration Classified Salaries & Benefits</p>

Action 1g

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> In Service trainings for Teachers and Paraprofessionals - related to the implementation and access to State Standard curriculum Monthly PLC to share and report on progress of students. CCSS workshops Quarterly Benchmarks used as a pacing guide for student progress and to gather ongoing assessment in order to guide curriculum and individualized instruction. District will create benchmark ELA assessment tools and utilize embedded mathematical benchmarks within mathematics' curriculum 	<p>All planned Actions/Services were completed in the 2018-2019 which included:</p> <ul style="list-style-type: none"> In Service trainings for Teachers and Paraprofessionals - related to the implementation and access to State Standard curriculum Monthly PLC to share and report on progress of students. CCSS workshops Quarterly Benchmarks used as a pacing guide for student progress and to gather ongoing assessment in order to guide curriculum and individualized instruction. District will create benchmark ELA assessment tools and utilize embedded mathematical benchmarks 	<p>\$4,000 Supplemental /Concentration Certificated Salaries & Benefits</p>	<p>\$4,200 Supplemental /Concentration Certificated Salaries & Benefits</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Action 1h

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Gen Ed/RSP teacher will oversee, instruct, maintain IEPs and consult with Gen Ed teachers	All planned Actions/Services were completed in the 2018-2019 which included: Gen Ed/RSP teacher will oversee, instruct, maintain IEPs and consult with Gen Ed teachers	\$1000 Base Certificated Salaries & Benefits	\$1000 Base Certificated Salaries & Benefits

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.

ELA: After gathering data from teachers in our school, the majority of our staff have identified that they are working on awareness of the California ELA standards. Evidence includes: using systematic summative assessments for monitoring mastery of standards and collaborative discussion over results with colleagues to improve mastery of standards. CAASPP ELA scores were 33.3% overall met and or exceeded standard.

Mathematics: After gathering data from teachers in our school, the majority of our staff have identified that they are working on awareness on the California Mathematic standards. Evidence includes: using systematic summative assessments for monitoring mastery of standards and collaborative discussion over results with colleagues to improve mastery of standards. CAASPP Math scores were 20% overall met and or exceeded standard.

Parental and community Involvement: Parent participation at Award Assemblies and Conferences were- 70% of Parents attended 2 scheduled parent conferences. Community and parental involvement cumulative assessing all events – 85% (Veteran’s Program, Fall Festival, Thanksgiving Feast, Santa’s Secret Shop, Christmas Program, Talent Show, Whiz Kids, Spring Fling).

1 teacher participated in the TIP/BTSA program. All teachers are ‘Highly Qualified’ ‘Mindset’ and academic dialogue was promoted across campus. PBIS is a daily part of campus life.

‘Floating Tutor’ traveled to classrooms each day, working with enriching students that had mastery in a focused skill while teachers worked (within her classroom) with targeted students until mastery was obtained.

All pupils have sufficient access to standards-aligned instructional materials.

BIIG Grant was maintained for security cameras and infrastructure for operation of the online state assessments. The IT support was part time this year and occurred 3 times per month.

Overall Facilities rating: Maintained rating of “Good” from FIT/SARC

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

The “Floating Tutor” showed the greatest success. Students were not pulled out for RTI during science or social studies. Each teacher was scheduled with a 30-minute block for working with targeted students while the rest of the class had an enrichment lesson.

Parents, students and staff felt this eliminated undo stress from the returning student that had reentered in the middle of a lesson, causing him/her to be further behind.

Parent participation at Award Assemblies and Conferences were- 70% of Parents attended 2 scheduled parent conferences. Community and parental involvement cumulative assessing all events – 85% (Veteran’s Program, Fall Festival, Thanksgiving Feast, Santa’s Secret Shop, Christmas Program, Talent Show, Whiz Kids, Spring Fling).

Local Student Progress – B.O.Y. – Beginning of the year. E.O.Y. End of the year

K-2- ELA Scores – B.O.Y – 47% E.O.Y – 61%, Math Scores B.O.Y. – 48% E.O.Y. – 91%

3-5- ELA Scores – B.O.Y. - 58% E.O.Y. – 65%, Math Scores – B.O.Y. – 30% E.O.Y. - 45%

6-7 - ELA Scores – B.O.Y. 61% - E.O.Y. 68% - Math Scores – B.O.Y. 43% – E.O.Y 57%

In Grades 6-8, the following local assessments in ELA and Math has shown a slight increase in overall performance. We will continue to monitor and assess progress of our students in grades 6-8.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1c- Estimated was \$4032 for technology updates and Actual cost was \$0.

There were no technology updates this year.

Action 1d- Estimated was \$7100 for RTI and Actual cost was \$2218.

RTI was offered after school by a credentialed teacher. The time offered was less than our estimated projection.

Action 1f- Estimated was \$2000 for IT Support and Actual cost was \$7,200.

IT technician at district 3 times a month at hourly rate of \$25.63, (24 hours per month). Increased budget amount by \$5,200. This was above our estimated projection of the cost because we needed more IT support for our district.

Action 1g – Estimated was \$4,000 for In-service/PLC and Actual cost was \$4,200. Underestimated total cost of In-service/PLC by \$200.

All other actions did not have material differences.

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.

An additional teacher orientation day prior to the start of school was added to the calendar to allow for professional development for teachers. The teachers developed a scope and sequence to their curriculum which included benchmarks for Math and ELA in all grade levels.

Goal 2

All students will demonstrate growth in their social and emotional development.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3 (Parent Engagement)
Priority 6 (Pupil Engagement)

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
<p>Priority 3 (a) Efforts to seek parent input in making decisions for district and school sites District increased this year from 75% involvement to 80% in attendance of events.</p>	<p>Parental input in making decisions for district increased this year from 75% involvement to 79% in attendance of events. 92% from Parental Surveys indicated that they felt they were sought after for making important decisions for the district and school site.</p>
<p>Priority 3 (b) Efforts to seek participation of parents of unduplicated pupils 95% of SED student’s parents will attend Parent Teacher Conferences either in person or via phone conference.</p>	<p>94% of SED student’s parents attended Parent Teacher conferences either in person or via phone conference</p>
<p>Priority 3 (c) Efforts to seek participation of parents of exceptional needs pupils 100% of parents will attend IEP’s and 504s either in person or via phone conference</p>	<p>100% of parents attended IEPs and 504s either in person or via phone conference</p>
<p>Priority 6 (a) Pupil Suspension Rate 0.04%</p>	<p>Fall 2018 – Dashboard Suspension Rate; 1.8%, ‘Declined’ 8.1%. However, no students were suspended for the entire school year, 2018-2019.</p>
<p>Priority 6 (b) Pupil Expulsion Rate Maintain 0.0%</p>	<p>Maintained 0.0%</p>
<p>Priority 6 (c) Other local measures on sense of safety and school connectedness</p>	<p>Surveys of feeling safe and connectedness to school for Parents: 100%</p>

Expected

Actual

<p>Surveys of feeling safe and connectedness to school for Parents: 100% Students: 96% Staff: 100%</p>	<p>Students: 87% Staff: 100%</p>
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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 2a

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Positive Behavior Intervention and Supports – Will be awarded each quarter with a trophy and class picture with trophy will be placed in the Fence Post and website. The classroom party and overall trophy will be awarded at the end of the school year.</p>	<p>All planned Actions/Services were completed in the 2018-2019 which included: PBIS and supports for students with incentives and other school recognition.</p>	<p>\$60 Supplemental /Concentration Supplies</p>	<p>\$60 Supplemental /Concentration Supplies</p>

Action 2b

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>District will monitor security cameras and alarms system</p>	<p>All planned Actions/Services were completed in the 2018-2019 which included: District monitored security cameras and alarm system</p>	<p>None</p>	<p>None</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Action 2c

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Gardening will be used to provide kinetic learning to help assimilate Common Core math and Performance task thinking	<p>All planned Actions/Services were completed in the 2018-2019 which included:</p> <p>Gardening classes were planned to take place this year one day a week as weather permitted however the instructor was not available for the entire year. During the time gardening classes were in place the students planted indoor plants in a terrarium that is housed in the school's cafeteria. Gardening Club groomed and planted plants in Adam's Garden.</p> <p>Students received classes in gardening for half the year.</p>	\$250 Supplemental /Concentration Books & Supplies	\$0 Supplemental /Concentration Books & Supplies

Action 2d

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
SSC - Each Quarter - 4 times a year the SSC meet and look over: LCAP Goals and progress, approval of Parental Involvement policy, LCAP surveys, etc...	<p>All planned Actions/Services were completed in the 2018-2019 which included:</p> <p>SSC met 2 times this year. The SSC met and looked over: LCAP Goals and</p>	None	None

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	progress, approval of Parental Involvement policy, LCAP surveys, etc...		

Action 2e

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>PTC- More parental involvement. Annual scheduled events: Fall Festival, parent conference meetings, Veteran's Day, Thanksgiving Feast, Santa's Secret Shop, Christmas Program, Outdoor Rec. Day, Talent Show, Whiz Kids, Walk-A-Thon, Art Show, Science Share Day</p>	<p>All planned Actions/Services were completed in the 2018-2019 which included:</p> <ul style="list-style-type: none"> • Fall Festival • parent conference meetings • Veteran's Day • Thanksgiving Feast • Santa's Secret Shop • Christmas Program • Outdoor Rec. Day • Talent Show • Whiz Kids • Walk-A-Thon • Art Show • Science Share Day 	None	None

Action 2f

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Parental Volunteers: Help out in the classroom, read with students, etc... • Parents will receive a Parental Workbook at District's online website. • Parent Project Classes offered as needed. 	<p>All planned Actions/Services were completed in the 2018-2019 which included:</p>	<p>None</p>	<p>None</p>

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.

Parental input in making decisions for district increased this year. LCAP parental surveys, "Parents have enough opportunities to take part in decisions made within the district and are invited to help plan, implement and evaluate instructional materials, strategies and programs" felt 92% 'Strongly Agreed and Agreed'. School events pulled in large parent and community participation.

Since a new gate and security cameras were added, the school has a more secure way to maintain campus safety for students and staff.

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

This year there were no students that have any suspensions. There are no expulsions because an emphasis has been placed on PBIS goals, Restorative Practice, and Suicide Prevention/Intervention.

Staff participated in “Suicide Prevention/Intervention Training” and annually participate in Crisis Intervention Institute (CPI). These awareness trainings help staff to recognize and deescalate potential situations.

According to Staff, Student, and Community surveys:

100% of staff feel safe while at school

87% of students feel safe while at school

100% of parents feel that the school is safe for their children

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 2c- Estimated was \$250 for gardening classes and Actual cost was \$0.

Due to the substantial water issues, 2018-2019, district was not able to set up the student garden.

All other actions did not have material differences.

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.

There was a security gate added to the front of the school to make a more secure campus to create a single point of entrance to the campus. We continue to look at security measures to secure our campus during the day.

Due to a renewal certificate for Crisis Intervention Institute (CPI) for a staff member to be certified, we did not anticipate the cost of this training. This staff member is trained to lead the staff in de-escalation techniques for students and this is a planned professional development done every year.

Stakeholder Engagement

LCAP Year: 2019-2020

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?

Various meetings were held throughout the year to gather input/report progress about the LCAP goals and about their progress 2018 - 2019.

1. Back-To-School Night: 7/19/2018 (community stakeholders, parents, students)
 2. School site Council Meetings: 7/30/18, 10/15/18, 6/3/2019
 3. Board Meetings/2 Trustees' Dinners: 8/21/18, 9/11/18, 10/9/18, 11/13/18, 12/11/178, 1/15/19, 2/12/19, 3/12/19, 4/23/19, 5/14/19, 6/17/19, Trustee Dinners – 10/29/18 & 2/25/19
 4. LCAP/Teacher Development/PLC: twice a month
 5. LCAP/Teacher Development added day to school year – 7/18/18
 5. Public Hearing – LCAP and Budget: 6/17/19
 6. Surveys: 4/3/2019 (Parents, Staff including Administration, teachers, and Classified personnel, and Students) Parental surveys were mailed with a self-addressed return envelopes. Staff and students filled out their surveys at school.
 7. Awards Assemblies: 9/21/18, 12/21/18, 4/2/19, 6/10/19
 8. Local Board Approval of budget and LCAP: 6/18/2019
- * There are no bargaining units to consult with.

Impact on LCAP and Annual Update

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

District personnel met with all stakeholder groups on the dates listed above. An LCAP summary with updated progress reports was presented to stakeholder groups. This includes ideas for the upcoming school year with opportunities for stakeholder feedback, updates on expenditures, and data showing the metrics that were used for Goals 1 and 2. Feedback from these meetings included the need for some repairs for structures from the aging process, a Career Day for all ages – meet people and the different steps they took to get there, and the school buses have had multiple issues this year but parents felt that we kept them informed by phone. Staff (92%) felt that the district provided a high quality of education. The parent survey (92%) revealed that their students are learning but felt homework and classroom environment conducive to learning was rated at (82%).

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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

All students will demonstrate growth in literacy and numeracy leading to college and career paths.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1 (Basic)
 Priority 2 (Implementation of State Standards)
 Priority 4 (Pupil Achievement)
 Priority 5 (Pupil Engagement)
 Priority 7 (Course Access)
 Priority 8 (Other Pupil Outcomes)

Local Priorities: N/A

Identified Need:

In Grades 6-8, the following local assessments in ELA and Math has shown a slight increase in overall performance. We will continue to monitor and assess progress of our students in grades 6-8.

CAASPP Math data shows that students maintained this year however only 20% of students met or exceeded standard.

CAASPP ELA data shows that students declined 12.5 points in ELA and 40% of students met or exceeded standard.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1 (a) Number/rate of teachers not fully credentialed	0.0%	Goal: Maintain 0.0%	Goal: Maintain 0.0%	Goal: Maintain 0.0%
Priority 1 (b) Pupils have sufficient access to standards-aligned instructional materials	100% of pupils have sufficient access to standards-aligned instructional materials	Maintain 100% of pupils having sufficient access to standards-aligned instructional materials	Maintain 100% of pupils having sufficient access to standards-aligned instructional materials	Maintain 100% of pupils having sufficient access to standards-aligned instructional materials
Priority 1 (c) Overall Facility rating	Rating from FIT/SARC Rating of ‘Good’	Maintain rating of “Good” from FIT/SARC	Maintain rating of “Good” from FIT/SARC	Maintain rating of “Good” from FIT/SARC
Priority 2 (a) Implementation of the academic content and performance standards adopted by the state board	“Substantially” as defined by the APS and Administrator	“Fully” as defined by the APS and Administrator	“Fully” as defined by the APS and Administrator	“Fully” as defined by the APS and Administrator
Priority 2 (b) Programs/Services to enable English Learners access to CCSS and ELD standards	N/A Caliente currently does not have any EL students	N/A Caliente currently does not have any EL students	N/A Caliente currently does not have any EL students	N/A Caliente currently does not have any EL students

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 4 (a) State Assessments	CAASPP ELA – ‘Orange’ Maintained Math –‘Orange’ Declined	ELA- ‘Yellow’ + 15.1 points Math- ‘Yellow’ + 9.3 points	CAASPP ELA -There was not enough students to give a color on the dashboard however students declined 12.5 points in ELA. CAASPP Math – There was not enough students to give a color on the dashboard however students maintained in Math.	Increase by 5% in CAASPP ELA of students meeting or exceeding standard (from 40% overall to 45% overall) Increase by 5% in CAASPP Math of students meeting or exceeding standard (from 20% overall to 25% overall)
Priority 4 (b) API	N/A	N/A	N/A	N/A
Priority 4 (c) Percent of students completing a CTE Course Sequence	N/A	N/A	N/A	N/A
Priority 4 (d) Percent of EL students making progress towards English proficiency	N/A	N/A	N/A	N/A
Priority 4 (e) EL Reclassification Rate	N/A	N/A	N/A	N/A
Priority 4 (f) Percent of students passing AP exams	N/A	N/A	N/A	N/A

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 4 (g) EAP College	N/A	N/A	N/A	N/A
Priority 5(a) Attendance rate	91.66%	93% Actual: 93.35%	93.5% Actual: 93.12%	94.5%
Priority 5 (b) Chronic Absenteeism Rate	34.6%	33.5% Actual: 26%	25.5% Actual: 29.1%	25%
Priority 5 (c) Middle School Dropout Rate	N/A	N/A	N/A	N/A
Priority 5 (d) High School Dropout Rate	N/A	N/A	N/A	N/A
Priority 5 (e) High School Graduation Rate	N/A	N/A	N/A	N/A
Priority 7 (a) Extent to which pupils have access to and are enrolled in a broad course of study	Maintain 100% of students have access to a broad course of study	Goal: Maintain 100% of students have access to a broad course of study Actual: 100%	Goal: Maintain 100% of students have access to a broad course of study Actual: 100%	Goal: Maintain 100% of students have access to a broad course of study
Priority 7 (b) Extent to which	Maintain Programs and services are developed and	Goal: Maintain Programs and services are developed	Goal: Maintain Programs and services are developed	Goal: Maintain Programs and services are developed

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
pupils have access to and are enrolled in programs/ services for unduplicated pupils	provided to 100% of unduplicated pupils	and provided to 100% of unduplicated pupils Actual: 100%	and provided to 100% of unduplicated pupils Actual: 100%	and provided to 100% of unduplicated pupils
Priority 7 (c) Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs	Maintain Programs and services are developed and provided to 100% of exceptional needs pupils	Goal: Maintain Programs and services are developed and provided to 100% of exceptional needs pupils Actual: 100%	Goal: Maintain Programs and services are developed and provided to 100% of exceptional needs pupils Actual: 100%	Goal: Maintain Programs and services are developed and provided to 100% of exceptional needs pupils
Priority 8 (a) Other Student Outcomes	Physical Fitness Test results- 72.45% (5th& 8th) fall into the HF (Healthy Fitness Zone)	Goal: Physical Fitness Test results- 73% (5th& 8th) fall into the HF (Healthy Fitness Zone) Actual: 68%	Goal: Physical Fitness Test results- 70% (5th& 8th) fall into the HF (Healthy Fitness Zone) Actual: Unknown at time LCAP was written.	Goal: Physical Fitness Test results- 75% (5 th & 8th) fall into the HF (Healthy Fitness Zone)

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 1a

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

N/A

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Low Income

LEA-Wide

All School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

- Visual Charts are in the cafeteria listing every classroom with a fill in graph. Students are able to see how their classroom is doing with perfect attendance.
- At the end of the quarter, during the Award Assembly, the Classroom Perfect Attendance Winner are announced and classroom did receive a trophy. At the end of the year, the classroom with the highest score for Perfect Attendance will receive a classroom party and overall trophy.

2018-19 Actions/Services

- Visual Charts are in the cafeteria listing every classroom with a fill in graph. Students are able to see how their classroom is doing with perfect attendance.
- At the end of the quarter, during the Award Assembly, the Classroom Perfect Attendance Winner are announced and classroom did receive a trophy. At the end of the year, the classroom with the highest score for Perfect Attendance will receive a classroom party and overall trophy.

2019-20 Actions/Services

- Visual Charts are in the cafeteria listing every classroom with a fill in graph. Students are able to see how their classroom is doing with perfect attendance.
- At the end of the quarter, during the Awards Assembly, the Classroom Perfect Attendance Winners are announced and classroom did receive a trophy. At the end of the year, the classroom with the highest score for Perfect Attendance will receive a classroom party and overall trophy.

2017-18 Actions/Services

- Parents are invited to quarterly award’s assemblies and the importance of students’ attendance is shared in a multiple of venues.
- Community has a part time Deputy Sheriff. District is in on-going collaboration with Deputy Sheriff and CPS as needed for truancy’s issues; College Community Services provides counselling services for students as needed. There is also an ongoing partnership with CPS.

2018-19 Actions/Services

- Parents are invited to quarterly award’s assemblies and the importance of students’ attendance is shared in a multiple of venues.
- Community has a part time Deputy Sheriff. District is in on going collaboration with Deputy Sheriff and CPS as needed for truancy’s issues; College Community Services provides counselling services for students as needed. There is also an ongoing partnership with CPS.

2019-20 Actions/Services

- Parents are invited to quarterly award assemblies and the importance of students’ attendance is shared in a multiple of venues.
- Community has a part time Deputy Sheriff. District is in ongoing collaboration with Deputy Sheriff and CPS as needed for truancy’s issues; College Community Services provides counselling services for students as needed. There is also an ongoing partnership with CPS.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$130	\$130	\$130
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Supplies	Supplies	Supplies

Action 1b

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

N/A

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Low Income

LEA-Wide

All School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

Unchanged

2017-18 Actions/Services

- Maintain small class sizes to provide students with a lower student to teacher ratio. The district will employ 3 general education teachers• BTSA/Intern
- Teacher/Staff Handbook
- Book to be read during year for PLC: Mindset –The New Psychology of Success and The Growth Mindset Coach. A teacher’s Month-by-Month Handbook for Empowering Students to Achieve

2018-19 Actions/Services

- Maintain small class sizes to provide students with a lower student to teacher ratio. The district will employ 3 general education Teachers
- BTSA/Intern
- Teacher/Staff Handbook
- PLC: Classroom Instruction That Works: Research Based Strategies for Increasing

2019-20 Actions/Services

- To improve academic and social emotional learning we will maintain small class sizes to provide students with a lower student to teacher ratio. The district will employ 3 general education teachers
- Teacher Induction
- Teacher/Staff Handbook
- Book to be read during year for PLC: At the end of 2018-2019 school year, teachers

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	Student Achievement ~ Robert Marzano online trainings.	will select a new book for 2019-2020 school year.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. \$77,312 b. \$3,650 (BTSA) c. \$30.64 d. \$136.50	a. \$77,312 b. \$3,650 (BTSA)	a. \$63,632 Certificated Salary \$13,968 Benefits b. \$2,993 Certificated Salary \$657 Benefits (BTSA)
Source	Supplemental/Concentration	a. Supplemental/Concentration b. Title II	a. Supplemental/Concentration b. Title II
Budget Reference	a. Certificated Salaries & Benefits b. Certificated Salaries & Benefits c. Supplies d. Supplies	a. Certificated Salaries & Benefits b. Certificated Salaries & Benefits	a. Certificated Salaries & Benefits b. Certificated Salaries & Benefits

Action 1c

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

N/A

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Low Income

LEA Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

Unchanged

2017-18 Actions/Services

BIIG (Broadband Infrastructure Grant) more bandwidth for SBAC, Virtual Library, more technology access for teachers and students

2018-19 Actions/Services

BIIG (Broadband Infrastructure Grant) more bandwidth for SBAC, Virtual Library, more technology access for teachers and students

2019-20 Actions/Services

BIIG (Broadband Infrastructure Grant) more bandwidth for CAASPP, Virtual Library, more technology access for teachers and students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,032 yearly	\$4,032 yearly	\$4,032 yearly

Year	2017-18	2018-19	2019-20
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Services & Other	Services & Other	Services & Other

Action 1d

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

N/A

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

Unchanged

2017-18 Actions/Services

- RTI (Response To Intervention) - 30 minutes pull out a day per targeted student and after school 2 day a week, 1 hour session - Math/ELA tutoring for students
- Quarterly Benchmarks will be given to students to assess, reevaluate, reteach, and advance.

2018-19 Actions/Services

- RTI (Response To Intervention) – ‘Floating Tutor’ works 30 minutes in each classroom setting providing student enrichment while teacher works with non-proficient targeted ELA/Math students.
- 1 hour session - Math/ELA tutoring for students 3 times a week.
- Quarterly Benchmarks will be given to students to assess, reevaluate, reteach, and advance.

2019-20 Actions/Services

- RTI (Response To Intervention) – ‘Floating Tutor’ works 30 minutes in each classroom setting providing student enrichment while teacher works with non-proficient targeted ELA/Math students.
- 1 hour session - Math/ELA tutoring for students 3 times a week.
- Quarterly Benchmarks will be given to students to assess, reevaluate, reteach, and advance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,500	\$7,100	\$5,986 Certificated Salaries \$1,314 Benefits
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Certificated Salaries & Benefits	Certificated Salaries & Benefits	Certificated Salaries & Benefits

Action 1e

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Music and Art lessons will each be provided

2018-19 Actions/Services

Music and Art lessons will each be provided

2019-20 Actions/Services

Music and Art lessons will each be provided

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost	No Cost	No Cost
Source	N/A	N/A	N/A

Year	2017-18	2018-19	2019-20
Budget Reference	N/A	N/A	N/A

Action 1f

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

MOU increase with IT 3 time a month to maintain equipment

2018-19 Actions/Services

IT 3 times a month to maintain equipment

2019-20 Actions/Services

IT 3 times a month to maintain equipment

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,456	\$2,000.00	\$6,160 Salaries \$840 Benefits
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Classified Salaries & Benefits	Classified Salaries & Benefits	Classified Salaries & Benefits

Action 1g

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-Wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

In Service trainings for Teachers and Paraprofessionals - related to the implementation and access to State Standard curriculum

- Monthly PLC to share and report on progress of students.
- CCSS workshops
- Quarterly Benchmarks used as a pacing guide for student progress and to gather ongoing assessment in order to guide curriculum and individualized instruction. District will create benchmark ELA assessment tools and utilize embedded mathematical benchmarks within mathematics' curriculum

2018-19 Actions/Services

In Service trainings for Teachers and Paraprofessionals - related to the implementation and access to State Standard curriculum

- Monthly PLC to share and report on progress of students.
- CCSS workshops
- Quarterly Benchmarks used as a pacing guide for student progress and to gather ongoing assessment in order to guide curriculum and individualized instruction. District will create benchmark ELA assessment tools and utilize embedded mathematical benchmarks within mathematics' curriculum

2019-20 Actions/Services

In Service trainings for Teachers and Paraprofessionals - related to the implementation and access to State Standard curriculum

- Monthly PLC to share and report on progress of students.
- CCSS workshops
- Quarterly Benchmarks used as a pacing guide for student progress and to gather ongoing assessment in order to guide curriculum and individualized instruction. District will create benchmark ELA assessment tools and utilize embedded mathematical benchmarks within mathematics' curriculum

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,000	\$4,000	\$3,280 Certificated Salaries \$720 Benefits
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration

Year	2017-18	2018-19	2019-20
Budget Reference	Certificated Salaries & Benefits	Certificated Salaries & Benefits	Certificated Salaries & Benefits

Action 1h

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

RSP teacher will also instruct and meet the need for RTI - Math and/or ELA 30 minutes a day

2018-19 Actions/Services

Gen Ed/RSP teacher will oversee, instruct, maintain IEPs and consult with Gen Ed teachers

2019-20 Actions/Services

Gen Ed/RSP teacher will oversee, instruct, maintain IEPs and consult with Gen Ed teachers

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	\$984 Certificated Salaries \$216 Benefits
Source	Supplemental/Concentration	Base	Base
Budget Reference	Certificated Salaries & Benefits	Certificated Salaries & Benefits	Certificated Salaries & Benefits

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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 2

All students will demonstrate growth in their social and emotional development.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3 (Parent Engagement)

Priority 6 (Student Engagement)

Local Priorities: N/A

Identified Need:

District recognizes children come from different environments and those daily environmental changes affect their everyday learning capacity. District will continue to monitor, evaluate and focus on suspension rates.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Priority 3 (a) Efforts to seek parent input in making decisions for district and school sites</p>	Efforts to seek parent input in making decisions for district increased this year from 55% involvement to 60% in attendance of events.	Goal: Efforts to seek parent input in making decisions for district increased this year from 55% involvement to 60% in attendance of events. Actual: 75%	Efforts to seek parent input in making decisions for district increased this year from 75% involvement to 80% in attendance of events. Actual: 78%	Efforts to seek parent input in making decisions for district will increase this year from 80% involvement to 85% in attendance of events.
<p>Priority 3 (b) Efforts to seek participation of parents of unduplicated pupils</p>	Promotions were made by: Flyers sent home and hung on bulletin boards throughout the community, advertisement in local paper and bulletin boards on display at district.	90% of SED student's parents will attend Parent Teacher Conferences either in person or via phone conference. Actual: 90%	95% of SED student's parents will attend Parent Teacher Conferences either in person or via phone conference. Actual: 70%	100% of SED student's parents will attend Parent Teacher Conferences either in person or via phone conference
<p>Priority 3 (c) Efforts to seek participation of parents for pupils with exceptional needs</p>	The district promotes participation of parents for pupils with the exceptional needs through Title 1: School Site Council 5 participants. Parent volunteers of sub groups	100% of parents will attend IEPs and 504s either in person or via phone conference Actual: 100%	100% of parents will attend IEPs and 504s either in person or via phone conference Actual: 100%	100% of parents will attend IEPs and 504s either in person or via phone conference

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	help out in our 'Read Live Program.' RSP teacher included parents of students in the school activities, IEP, and decisions.			
Priority 6 (a) Pupil suspension rate	0.06% (Reported as of May 1st)	0.05% (Reported as of May 1st) Actual: 9.8%	0% (Reported as of May 1st)	0.0% (Reported as of May 1st)
Priority 6 (b) Pupil expulsion rate	0.0% (Reported as of May 1 st)	Maintain 0.0% Actual: 0.0%	Maintain 0.0% Actual: 0.0%	Maintain 0.0%
Priority 6 (c) Other local measures on sense of safety and school connectedness	Surveys of feeling safe and connectedness to school: Parents: 100% Students: 80% Staff: 100%	Surveys of feeling safe and connectedness to school: Parents: 100% Students: 90% Staff: 100% Actual: Parents: 100% Students: 95% Staff: 100%	Surveys of feeling safe and connectedness to school: Parents: 100% Students: 96% Staff: 100% Actual: Parents: 100 % Students: 87% Staff: 100%	Surveys of feeling safe and connectedness to school: Parents: 100% Students: 100% Staff: 100%

Planned Actions / Services

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

Action 2a

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Positive Behavior Intervention and Supports – will be awarded each quarter with a trophy and class picture with trophy will be placed in the Fence Post and website. The classroom party and overall trophy will be awarded at the end of the school year.

2018-19 Actions/Services

Positive Behavior Intervention and Supports – will be awarded each quarter with a trophy and class picture with trophy will be placed in the Fence Post and website. The classroom party and overall trophy will be awarded at the end of the school year.

2019-20 Actions/Services

Positive Behavior Intervention and Supports – will be awarded each quarter with a trophy and class picture with trophy will be placed on a social media platform and school website. The classroom party and overall trophy will be awarded at the end of the school year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$60	\$60	\$60
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Supplies	Supplies	Supplies

Action 2b

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

N/A

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

District will monitor security cameras and alarms system

2018-19 Actions/Services

District will monitor security cameras and alarms system

2019-20 Actions/Services

District will monitor security cameras and alarms system

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action 2c

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Gardening will be used to provide kinetic learning to help assimilate Common Core math and Performance task thinking

2018-19 Actions/Services

Gardening will be used to provide kinetic learning to help assimilate Common Core math and Performance task thinking

2019-20 Actions/Services

Gardening and STEM projects will be used to provide Kinesthetic learning to help assimilate Common Core math and Performance task thinking

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$250	\$250	\$250
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Books & Supplies	Books & Supplies	Books & Supplies

Action 2d

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

SSC - Each Quarter - 4 times a year the SSC meet and look over: LCAP Goals and progress, approval of Parental Involvement policy, LCAP surveys, etc...

2018-19 Actions/Services

SSC - Each Quarter - 4 times a year the SSC meet and look over: LCAP Goals and progress, approval of Parental Involvement policy, LCAP surveys, etc...

2019-20 Actions/Services

SSC - Each Quarter - 4 times a year the SSC will meet and provide input to: LCAP Goals and progress, approval of Parental Involvement policy, LCAP surveys, etc...

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost	No Cost	No Cost
Source	N/A	N/A	N/A

Year	2017-18	2018-19	2019-20
Budget Reference	N/A	N/A	N/A

Action 2e

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

PTC- More parental involvement. Annual scheduled events: Fall Festival, parent conference meetings, Veteran's Day,

2018-19 Actions/Services

PTC- More parental involvement. Annual scheduled events: Fall Festival, parent conference meetings, Veteran's Day,

2019-20 Actions/Services

PTC- More parental involvement. Annual scheduled events: Fall Festival, parent conference meetings, Veteran's Day,

2017-18 Actions/Services

Thanksgiving Feast, Santa's Secret Shop, Christmas Program, Outdoor Rec. Day, Talent Show, Whiz Kids, Walk-A-Thon, Art Show, Science Share Day

2018-19 Actions/Services

Thanksgiving Feast, Santa's Secret Shop, Christmas Program, Outdoor Rec. Day, Talent Show, Whiz Kids, Walk-A-Thon, Art Show, Science Share Day

2019-20 Actions/Services

Thanksgiving Feast, Santa's Secret Shop, Christmas Program, Outdoor Rec. Day, Talent Show, Whiz Kids, Walk-A-Thon, Art Show, Science Share Day

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost	No Cost	No Cost
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action 2f

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

- Parental Volunteers: Help out in the classroom, read with students, etc...
- Parents will receive a Parental Workbook at District's online website.
- Parent Project Classes offered as needed.

2018-19 Actions/Services

- Parental Volunteers: Help out in the classroom, read with students, etc...
- Parents will receive a Parental Workbook at District's online website.
- Parent Project Classes offered as needed.

2019-20 Actions/Services

- Parental Volunteers: Help out in the classroom, read with students, etc...
- Parents will receive a Parental Workbook at District's online website.
- Parent Project Classes offered as needed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost	No Cost	No Cost
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$81,376

15.87%

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).

LEA-Wide and Schoolwide Use of Funds: Students enrollment is 69% unduplicated. Unduplicated students are identified as Socioeconomically Disadvantaged (SED), as English Learners (EL), or as Foster Youth. Due to the high unduplicated student count at the one school district site, the district's only reasonable, responsible, and appropriate course of action is to ensure educational equity for all students. Funding is being used to provide students with small class sizes, maintaining instructional days, provide access to technology, support a positive social and emotional well-being, and increase performance levels for all students. Data from our local and state assessments show the following:

K-2- ELA Scores – B.O.Y – 47% E.O.Y – 61%, Math Scores B.O.Y. – 48% E.O.Y. – 91%

3-5- ELA Scores – B.O.Y. - 58% E.O.Y. – 65%, Math Scores – B.O.Y. – 30% E.O.Y. - 45%

6-7 - ELA Scores – B.O.Y. 61% - E.O.Y. 68% - Math Scores – B.O.Y. 43% – E.O.Y 57%

The 2018 California School Dashboard indicator for Mathematics (3-8) status change “Maintained” (64 points below standard)

The 2018 California School Dashboard indicator for English (3-8) status change “Declined” (35.6 points below standard)

The 2018 California School Dashboard indicator for Suspension Rate was 1.8% of students suspended at least once and declined 8.1% from the previous year.

The 2018 California School Dashboard indicator for Chronic Absenteeism was 29.1% of students chronically absent and declined 10.6% from the previous year.

While we have shown progress, our data still shows that classroom support is needed for our students in the area of academic achievement, social emotional learning, and behavior support. We will continue to provide support to students with all Actions in Goal 1 and Goal 2. Action items below are principally directed to our high need students in order to achieve the program’s goals for its unduplicated students.

- PBIS (Goal 2, Action 2A)
- Attendance/Positive Behavior incentives and STEAM activities (Goal 1, Action 1A and Goal 2, Action 2C)
- Maintain small class sizes (Goal 1, Action 1B)
- Provide improved access to technology and Technology support (Goal 1, Action 1C and 1F)
- Professional Development for staff for PLC’s and RTI (Goal 1, Action 1D and 1G)

We believe these actions will support English Learners, Low Income, and Foster Youth students in improving their performance in ELA, Math, Chronic Absenteeism, and behavior as described in our Expected Annual Measurable Outcomes for 2019/2020 LCAP Goal 1 and Goal 2. We will monitor the effectiveness of these actions through local and state assessments.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 85,720

16.86%

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).

LEA-Wide and Schoolwide Use of Funds: Students enrollment is 74% unduplicated. Unduplicated students are identified as Socioeconomically Disadvantaged (SED), as English Learners (EL), or as Foster Youth. Due to the high unduplicated student count at the one school district site, the district's only reasonable, responsible, and appropriate course of action is to ensure educational equity for all students. Funding is being used to provide students with small class sizes, maintaining instructional days, provide access to technology, support a positive social and emotional well-being, and increase performance levels for all students. Action items 1a -1h and 2a - f are principally directed to our high need students in order to achieve the program's goals for its unduplicated students.

- PBIS
- Attendance/Positive Behavior incentives
- Maintain small class sizes
- Maintain instructional days
- Provide improved access to technology
- Academic Field Trips
- Professional Development
- Credentialed tutoring after school and transportation if needed
- Parent Project

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-2018**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$84,060	16.46%

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).

LEA-Wide and Schoolwide Use of Funds: Students enrollment is 79% unduplicated. Unduplicated students are identified as Socioeconomically Disadvantaged (SED), as English Learners (EL), or as Foster Youth. Due to the high unduplicated student count at the one school district site, the district's only reasonable, responsible, and appropriate course of action is to ensure educational equity for all students. Funding is being used to provide students with small class sizes, maintaining instructional days, provide access to technology, support a positive social and emotional well-being, and increase performance levels for all students. Action items 1a -1h and 2a - f are principally directed to our high need students in order to achieve the program's goals for its unduplicated students.

- PBIS
- Attendance/Positive Behavior incentives
- Maintain small class sizes
- Maintain instructional days
- Provide improved access to technology
- Academic Field Trips
- Professional Development
- Credentialed tutoring after school and transportation if needed
- Parent Project

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, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter 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 California School Dashboard 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 California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. 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 California School Dashboard, 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 California School Dashboard, 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, enter 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, enter 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

List the state and/or local priorities addressed by the goal. 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 California School Dashboard, 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 included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as 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 entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, 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 identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “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 entering “Specific Schools” and identifying 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 the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

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 enter “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 entering “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:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” 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.
- Enter “Unchanged Action” 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 enter “Unchanged Action” 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 enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections 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 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;
- C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
- D. The English learner reclassification rate;
- E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- F. 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 K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

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

(b) “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).

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "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).

(e) "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?