

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Kashia School District		
Contact Name and Title	Francis Johnson, Superintendent/Principal	Email and Phone	fjohnson@scoe.org

2017-20 Plan Summary

THE STORY

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

The Kashia Elementary School District is a school community where teaching and learning blend with Kashia culture and tradition, teaching children of their roots, while providing them wings for tomorrow. Within a learning climate that encourages innovation and creativity, children are nurtured to learn a broad-based academic curriculum infused with social skills necessary for their continuing education and future success.

It is the mission of Kashia Elementary School to provide a supportive and nurturing environment for all students.

Students acquire the basic skills of knowledge, along with the thinking skills needed for problem-solving and decision-making relevant to a changing and multi-cultural world. Our students learn to take responsibility for their behavior, develop an understanding and respect for the diversity of all life, understand and respect the Kashia culture and community, and develop a caring for others.

There are six fundamental goals that help us to our mission:

- Emphasizing excellence
- Teaching students the academic skills necessary to function in society
- Promoting an atmosphere that encourages compassion, acceptance, cooperation, and respect for self and others
- Preparing students to develop their full potential and unique qualities
- Providing a learning environment that integrates Kashia culture and language with academic skills.
- Developing and implementing effective and successful after-school learning programs to assist our students in their ability to apply their education, skills and confidence to successfully participate in Sonoma County-wide school events.

The school focuses on project-based learning and ways to embed the Pomo culture into curriculum.

Parents and community members make up the bulk of employees serving as classroom assistants, recess coverage and food preparation. Nature trails are used for PE as well as counting and letters for the younger students.

LCAP HIGHLIGHTS

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

The LCAP focus areas are student proficiency and student attendance as well as integrating Pomo language and traditions into everyday learning. Attention is given to teaching the whole child – heart, head and hands.

REVIEW OF PERFORMANCE

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

The LEA has hired a fully credentialed teacher who has committed to two years of service for Kashia School District.

The classroom has been painted and revamped to be more appealing to learners.

Nature trails have been carved through the woods for student use and Pomo music has been recorded to great students at school. Coastal community educational volunteers are bring a variety of curriculum to the classroom weekly including science, water, plankton and sound wave projects.

GREATEST PROGRESS

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

GREATEST NEEDS

Student attendance is still an area that needs quite a bit of focus. The school did offer attendance incentives and reward ceremonies.

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

PERFORMANCE GAPS

There are no performance gaps identified on the Dashboard due to the small number of students at this necessary, small school. However, the teacher and administrator will continue to provide all required studies and focus on getting students to school on a more consistent basis.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

The school will continue to work on attendance.

Daily meals and snacks will continue to be served, the school will work on providing nutritious meals but work on making them more appealing.

The school will continue to provide employment opportunities for community members and parents.

BUDGET SUMMARY

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$384,817

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

\$232,847

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

Not included above are expenses for: Board, business manager, PTO or van.

\$191,591

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016–17

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

<h2>Goal 1</h2>	Goal 1: Students will demonstrate an increase in proficiency in grade level standards
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State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. 100% of teachers will be appropriately assigned and fully credentialed.
2. All students will have access to standards aligned curriculum (Common core and ELD standards)
3. 100% implementation of state board adopted academic content and performance standards will occur
4. All students, including unduplicated students, will have access to a broad course of study as applicable.
5. 80% of students will test proficient on the state mandate PE assessment.
6. There will be a 10% increase in students reading at grade level in AR.

ACTUAL

1. 100% of teachers were appropriately assigned and fully credentialed.
2. All students had access to standards aligned curriculum (Common core and ELD standards)
3. 100% implementation of state board adopted academic content and performance standards occurred.
4. All students, including unduplicated students, had access to a broad course of study as applicable.
5. This test did not occur as we did not have the students necessary to take the test.
6. TBD

ACTIONS / SERVICES

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

Action **1.1**

Actions/Services	PLANNED 1.1 A fully credentialed teacher will be hired and appropriately assigned; necessary staff will be hired and retained.	ACTUAL 1.1 A fully credentialed teacher was hired, appropriately assigned and retained.
Expenditures	BUDGETED IA \$24,488- Sup/con (MGMT 1000) 2XXX, 3XXX \$66,000- 1XXX, 3XXX Res 0000, MGMT 0100; Resources 1400 & 5810 \$96,688- 30%sup/con 70%base Resource 0000 Object 5838 (MGMT 2700 & 7150)	ESTIMATED ACTUAL BASE & REAP Parent assistants were used to assist classroom instruction: \$1500 (Obj 5806 Services/ Mgmt 1000 Sup/Consent) Teacher was hired: \$27,479 (Obj 1xxx/3xxx Salary & Benefits Mgmt 0100 – Elem Ed) BASE \$21,135 (Obj 1xxx/3xxx Salary & Benefits Mgmt 1400 – EPA) BASE \$16,788 (Obj 1xxx/3xxx Salary & Benefits Mgmt 5810 – REAP) BASE 30% of Contracted Superintendent was used for Instruction \$33,165 (Obj 5838 Services Mgmt 2700/6500/7150 School & District Admin/RSP) Sup/Consent \$77,386 BASE Provides extra classroom support for students in need – pull out service.

ACTIONS / SERVICES

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

Action **1.2**

Actions/Services	PLANNED 1.2 There will be 100% implementation of required curriculum in ELA and Math. NGSS will be researched and piloted.	ACTUAL LOTTERY 1.2 There was 100% implementation of required CCSS aligned, curriculum in ELA and Math. NGSS was researched however, a pilot will begin next year.
Expenditures	BUDGETED Included in 1.1	ESTIMATED ACTUAL Included in 1.1.

ACTIONS / SERVICES

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

Action **1.3**

Actions/Services	<p>PLANNED 1.3 Students will be taken on structured walking/hiking activities to increase awareness of surrounding while, concurrently, increasing cardiovascular fitness.</p>	<p>ACTUAL 1.3 Students were taken on structured walking/hiking activities to increase awareness of surrounding while, concurrently, increasing cardiovascular fitness. Additionally, aerobics videos were utilized due to requests by students, which increased student engagement.</p>
Expenditures	<p>BUDGETED Included in action 1.1</p>	<p>ESTIMATED ACTUAL Included in action 1.1</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.	All aspects of this goal were implemented as planned with the exception of piloting NGSS.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	This goal was effective in ensuring students have access to CCSS aligned curriculum and promoting engagement through attendance, differentiated instruction, and the retention of a teacher and administrator.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Employee expenditures were for teacher and 30% superintendent instead of two classroom aides. Parent assistants were used for classroom support.
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.	Professional development and demonstration lessons on NGSS will be provided next year (action 1.4). Sports equipment will be purchased in response to stakeholder feedback (action 1.5).

Goal 2

2: Parents will be involved in their students' education in order for students to be successful.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

50% of parents will participate in the LCAP Survey and provide input on the district's goals for increased student achievement.
75% of parents will attend school events as measured through observation and sign-in sheets.

ACTUAL

50% of parents participated in the LCAP Survey and provide input on the district's goals for increased student achievement.
100% of parents attended school events as measured through observation and sign-in sheets.

ACTIONS / SERVICES

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

Action **2.1**

Actions/Services

PLANNED

2.1 Website will be maintained as a site for updated legal and community services.

ACTUAL

2.1 Website was not maintained for most of the year due to lack of available services.

Expenditures

BUDGETED

Resource 0000
OB 5817
\$4000-
MGMT 7150

ESTIMATED ACTUAL

\$000 Obj 5817 Services (Mgmt 1000 Sup/Con) Sup/Con

Website posting and maintenance did not happen in 2017-18 to the extent necessary due to lack of available vendors or staffing.

ACTIONS / SERVICES

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

Action **2.2**

Actions/Services	PLANNED 2.2 Parent Council newsletter will be sent to parents in hard copy.	ACTUAL 2.2 Parent Council newsletter was not sent out as the Parent Council was dissolved for this year.
Expenditures	BUDGETED No cost.	ESTIMATED ACTUAL No cost.

ACTIONS / SERVICES

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

Action **2.3**

Actions/Services	PLANNED 2.3 Principal will reach out personally to recruit parents to participate in school functions.	ACTUAL 2.3 Principal reached out personally to recruit parents to participate in school functions. She also included them as part of the classroom utilizing them as classroom aides.
Expenditures	BUDGETED No cost.	ESTIMATED ACTUAL No cost.

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.	All actions were implemented as planned.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions/services of this goal were effective as parent survey participation increased and it was visually observed by administration that parents were more visible and are beginning to communicate with both the administrator and teacher, on a regular basis.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	No differences are expected.
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.	Administrator will send monthly newsletters home (modified action 2.2). A concerted effort will be made through modeling and guidance, to inform parents on how to be effective classroom aides (new action 2.4).

Goal 3

3: Students will feel safe and secure at school in order too be successful.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Facilities: Maintain “good” rating
2. Suspensions: Maintained at 0
3. Expulsions: Maintained at 0
4. CHKS – 75% of students will report feeling safe at school
5. Attendance rate to increase 2% over baseline established in 2015-16

ACTUAL

1. Facilities: Maintained “good” rating
2. Suspensions: Maintained at 0
3. Expulsions: Maintained at 0
4. CHKS – 100% of students will report feeling safe at school
5. Attendance rate decreased by at least 2%

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED

3.1 Provide counseling services for all students as needed

ACTUAL

3.1 Provided counseling services for all students as needed. Students were referred to the Indian Health Center. Nearby district provided a counselor for one day for one specific incident.

Expenditures

BUDGETED

No cost.
Counseling services provided by tribal counsel.

ESTIMATED ACTUAL

-0-

ACTIONS / SERVICES

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

Action **2**

Actions/Services	PLANNED 3.2 Provide character building/social/emotional curriculum.	ACTUAL 3.2 Provided character building/social/emotional curriculum.
Expenditures	BUDGETED Resource 1100 \$1905 4XXX MGMT 1100	ESTIMATED ACTUAL \$2000 OBJ 4310 supplies (Mgmt 1100 Lottery) BASE Instructional materials.

ACTIONS / SERVICES

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

Action **3**

Actions/Services	PLANNED 3.3 Maintain current facilities with janitorial services and maintenance repairs and supplies.	ACTUAL 3.3 Maintained current facilities with janitorial services and maintenance repairs and supplies.
Expenditures	BUDGETED Resource 0000 MGMT 8110 OBS 4380, 58xx \$5200	ESTIMATED ACTUAL \$31,735 OBJ 4xxx to 5xxx supplies and services (Mgmt 8110 maintenance & 8200 custodial) BASE Facilities maintenance, cleaning and supplies.

ANALYSIS

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

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

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

Providing counseling services is challenging however, effort continues to be made on this regard. Implementation was partial due to limited counseling resources.

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

This goal was effective as students reported on their survey that they feel safe to come to school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Fencing was installed, windows were broken and replaced, inside classrooms were remodeled and painted.

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.

Increased efforts to use outside counseling services for family substance abuse and student support, will be made (modified action 3.1). Students will be given increased opportunities to be part of the school community through service learning and utilization of the Character First Curriculum (modified action 3.3)

Goal 4

4: Students will be engaged in their learning

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Increase attendance to 85%
2. Decrease chronic absenteeism by 2% of current rate
3. All students will participate in curriculum on the Pomo language as indicated by the instructional schedule

ACTUAL

1. Decreased attendance to 83%
2. Chronic absenteeism maintained due to a student coming who has not attend school for 2 years. He now attends occasionally.
3. All students participated in curriculum on the Pomo music. Pomo verbal and written language will be a focus next year.

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED

4.1 Reduce absenteeism by providing incentives, and support parents to get students to school, and provide engaging curriculum on the Pomo culture and language

ACTUAL

4.1 Absenteeism was not reduced although we did provide points and rewards to students. We did a triple monitoring system also, to track attendance. We met with parents to discuss reasons for tardies. We bought students alarm clocks and taught them how to use them. Parents were given drug information to encourage better health and the importance of good modeling for students. Focus on the Pomo music occurred through the first semester, via recordings of traditional music for historical and cultural purposes and future lessons.

Expenditures

BUDGETED

Resource 4510
OB 4310 & 5830
\$4000
Native American studies included music and language

ESTIMATED ACTUAL

\$4000 OBJ 1xxx salary, 3xxx benefits & 4xxx supplies (Mgmt 4510 Title 7) Sup & Consent

Provided Native American music and language.

ACTIONS / SERVICES

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

Action **2**

Actions/Services	PLANNED 4.2 Integrate technology into the Make space of the classroom	ACTUAL 4.2 Integrated technology into the Make space of the classroom
Expenditures	BUDGETED Resource 0000 MGMT 1000 Sup/Con OB 5840 \$4500	ESTIMATED ACTUAL \$1595 Obj 5840 services (MGMT 0100 Sup & Consent) Assisted with computers, technology learning, native American studies and parent involvement “movie” night, did not happen for most of the year due to lack of vendor/employee.

ACTIONS / SERVICES

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

Action **3**

Actions/Services	PLANNED 4.3 Provide lunch at no cost to students	ACTUAL 4.3 Provided lunch at no cost to students
Expenditures	BUDGETED Resource 0000 Sup/Con MGMT 3700 \$4299	ESTIMATED ACTUAL \$4000 OBJ 2xxx salary, 3xxx benefits, 4xxx supplies & 5xxx services (Mgmt 3700 Food Services) Sup & Consent Provided lunch and snacks to students free of charge.

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	This goal was partially implemented. The Pomo language will be addressed next year
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions and services were only somewhat effective. Due to the unique culture of the community, it is difficult to get students to school on a regular basis. However, students are showing evidence of learning and the general atmosphere has improved suggesting there is increased engagement.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	No changes to be expected for expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We will use technology to make a yearbook (modified action 4.2).

Stakeholder Engagement

LCAP Year

2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Board Meetings - April 25th, May 9th, and June 6th.

Survey Distribution beginning May and June, 2018: Teachers, parents, and students were all given an LCAP survey to assess how what they enjoy about the school. Questions to identify areas for new or improved programs and initiatives were also included. -

Collective Bargaining Unit - We do not have a union or CBU.

IMPACT ON LCAP AND ANNUAL UPDATE

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

The survey revealed the following that will be included in the actions/services of the LCAP::

Parents: Are generally happy with how the school is run, the teachers, proximity of the school, and the learning that is taking place. They expressed an interest in developing a baseball field. That may not be possible in the coming year but we will be purchasing sports equipment, having more Career Days, increased number of field trips aligned with core curriculum, and expanding the garden with native plants and herbs. We will be having monthly community gatherings that focus on celebrating the Pomo Kashia culture, food, and ethnicity. Drug counseling will be sought out through reaching out community resources and organizations.

Teachers: Will include more art projects in the instructional day.

Students: Expressed a need for jump ropes, and sports activities.

Board: The Board was in agreement with the above and encouraged development of cultural studies on the surrounding Pomo community.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<u>Goal 1</u>	Goal 1: Students will demonstrate an increase in proficiency in grade level standards		

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Based on observation and local indicators, students need a more dedicated curriculum, structure and nurturing, to increase their academic achievement and engagement.
 N/A: API, A-G/CTE, AP, EAP, CELDT/Reclassification rates
 Students are all performing below grade level (CAASPP results unavailable – they will be used as a baseline)

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of teachers and credential information as reported to HR	100% of teachers will be appropriately assigned and fully credentialed.	Maintain 100%	Maintain 100%	Maintain 100%
% of Materials CCSS aligned per observation by administration	All students will have access to standards aligned curriculum (Common core and ELD standards)	All students will have access to standards aligned curriculum (Common core and ELD standards)	All students will have access to standards aligned curriculum (Common core and ELD standards)	All students will have access to standards aligned curriculum (Common core and ELD standards)
% of implementation per observation by	100% implementation of state board adopted academic content and performance standards will	100% implementation of state board adopted academic content and performance standards will	100% implementation of state board adopted academic content and performance standards will	100% implementation of state board adopted academic content and performance standards will

administration	occur	occur	occur	occur
Courses offered for a broad course of study as observed through lesson plans/report cards	All students, including unduplicated students, will have access to a broad course of study as applicable.	All students, including unduplicated students, will have access to a broad course of study as applicable.	All students, including unduplicated students, will have access to a broad course of study as applicable.	All students, including unduplicated students, will have access to a broad course of study as applicable.
Local and State PE assessments	80% of students will test proficient on the state mandate PE assessment.	85% of students will test proficient on the state mandate PE assessment.	87% of students will test proficient on the state mandate PE assessment.	90% of students will test proficient on the state mandate PE assessment.
AR scores record by teacher	Students are one AR level below grade level.	There will be a 10% increase in students reading at grade level in AR.	There will be a 5% increase in students reading at grade level in AR.	There will be a 5% increase in students reading at grade level in AR.
Math scores record by teacher	100% of students are below grade level.	All students tested scored Nearly Met or Not Met on standards for CAASPP.	Intervention Specialist be hired for Math and Reading Intervention, scores are expected to increase at least 2% within the 2018-19 school year.	There will be an additional 2% increase in students math scores towards the goal of being at grade level in Math.

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

A fully credentialed teacher will be hired and appropriately assigned; necessary staff, including a Principal/Superintendent who offers pull out education for small groups, and parent classroom assistants will be hired and retained.

A fully credentialed teacher will be hired and appropriately assigned; necessary staff, including a Principal/Superintendent who offers pull out education for small groups, and parent classroom assistants will be hired and retained.

A fully credentialed teacher will be hired and appropriately assigned; necessary staff, including a Principal/Superintendent who offers pull out education for small groups, and parent classroom assistants will be hired and retained.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$65,402
Source	BASE
Budget Reference	OBJ 1xxx/3xxx salary & benefits

Amount	\$66,980
Source	BASE
Budget Reference	OBJ 1xxx/3xxx salary & benefits

Amount	\$68,320
Source	BASE
Budget Reference	OBJ 1xxx/3xxx salary & benefits

	2017-18		2018-19		2019-20
	MGMT 0100-Elem Ed/1400-EPA/5810-REAP		MGMT 0100-Elem Ed/1400- EPA/5810-REAP		MGMT 0100-Elem Ed/1400-EPA/5810-REAP
2017-18		2018-19		2019-20	
Amount	\$110,551 (\$33,165/\$77,386)	Amount	\$113,867 (\$34,160/\$79,707)	Amount	\$117,283 (\$35,185/\$82,098)
Source	30% SUPP & CONC 70% BASE	Source	30% SUPP & CONC 70% BASE	Source	30% SUPP & CONC 70% BASE
Budget Reference	OBJ 5838 Services (contracted through SCOE)	Budget Reference	OBJ 5838 Services (contracted through SCOE)	Budget Reference	OBJ 5838 Services (contracted through SCOE)
	MGMT 2700-School Admin/7150-District Admin/6500-RSP		MGMT 2700-School Admin/7150-District Admin/6500-RSP		MGMT 2700-School Admin/7150-District Admin/6500-RSP

Action **2**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Curriculum will continue to be updated to reflect integration and implementation of CCSS.	Curriculum will continue to be updated to reflect integration and implementation of CCSS.	Curriculum will continue to be updated to reflect integration and implementation of CCSS.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$2000	Amount: \$2500	Amount: \$2500
Source: BASE	Source: BASE	Source: BASE
Budget Reference: OBJ 4310 supplies MGMT 1100 Lottery	Budget Reference: OBJ 4310 supplies MGMT 1100 Lottery	Budget Reference: OBJ 4310 supplies MGMT 1100 Lottery

Action **3**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Purchase sports equipment.	Replace broken and worn sports equipment.	Replace broken and worn sports equipment.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

\$500

Amount

\$300-

Amount

\$500-

Source

BASE

Source

BASE

Source

BASE

Budget Reference

OBJ 4315 PE Supplies MGMT
0100 Elem Ed

Budget Reference

OBJ 4315 PE Supplies MGMT
0100 Elem Ed

Budget Reference

OBJ 4315 PE Supplies MGMT
0100 Elem Ed

New
 Modified
 Unchanged

Goal 2

Parents will be involved in their students' education in order for students to be successful.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

All parents, including parents of ELs, low income, foster youth and students with disabilities, need to be involved in their students' education through increased opportunities to provide input on district decisions, and increased opportunities for engagement.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent participation in the LCAP Survey to provide input on the district's goals for increased student achievement	50%	65% Participation	75% Participation	85% Participation
Parents will attendance at school events as measured through observation and sign-in sheets	100%	!00% Attendance	!00% Attendance	!00% Attendance

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
2.1 Website will be maintained as a site for updated legal and community services	2.1 Website will be maintained as a site for updated legal and community services	2.1 Website will be maintained as a site for updated legal and community services

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$1000	Amount: \$1000	Amount: \$1000
Source: SUPP & CONC	Source: SUPP & CONC	Source: SUPP & CONC
Budget Reference: OBJ 5840 services/ MGMT 1000 Supp&Conc	Budget Reference: OBJ 5840 services/ MGMT 1000 Supp&Conc	Budget Reference: OBJ 5840 services/ MGMT 1000 Supp&Conc

Action **2**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s)

All schools

Specific Schools: _____

Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Superintendent will publish a monthly newsletter that will be distributed in hard copy.	Superintendent will publish a monthly newsletter that will be distributed in hard copy.	Superintendent will publish a monthly newsletter that will be distributed in hard copy.

BUDGETED EXPENDITURES

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

New Modified Unchanged

Goal 3

Students will feel safe and secure at school in order too be successful

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

Students need to feel safe and secure at school in order to be successful. There has been some aggressive behavior experienced by students at school leading to students feeling unsafe (as noted through observation).

N/A: MS and HS drop out rates, HS grad rate

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
FIT Inspection	“Good” rating	Maintain Good rating.	Maintain Good rating.	Maintain Good rating.
Number of Suspensions as reported by teacher	0	Maintain at 0	Maintain at 0	Maintain at 0
Number of Expulsions as reported by teacher	0	Maintain at 0	Maintain at 0	Maintain at 0
CHKS or Local Survey on alternating years	100% of students report feeling safe	Maintenance of 100% of students report feeling safe.	Maintenance of 100% of students report feeling safe.	Maintenance of 100% of students report feeling safe.

PLANNED ACTIONS / SERVICES

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

Action 1

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Utilize local resources and the Tribal Council to provide counseling support for both parents and students.	Utilize local resources and the Tribal Council to provide counseling support for both parents and students.	Utilize local resources and the Tribal Council to provide counseling support for both parents and students.

BUDGETED EXPENDITURES

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

Action **2**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Students will be given responsibilities for maintaining the school as a way to instill good character. The Teacher will use the Character First curriculum to continue character building and social/emotional support.	Students will be given responsibilities for maintaining the school as a way to instill good character. The Teacher will use the Character First curriculum to continue character building and social/emotional support.	Students will be given responsibilities for maintaining the school as a way to instill good character. The Teacher will use the Character First curriculum to continue character building and social/emotional support.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

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

Action **3**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain current facilities with janitorial services and maintenance repairs and supplies.	Maintain current facilities with janitorial services and maintenance repairs and supplies.	Maintain current facilities with janitorial services and maintenance repairs and supplies.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$31,735	Amount: \$29,800	Amount: \$29,800
Source: BASE	Source: BASE	Source: BASE
Budget Reference: OBJ 2xxx-5xxx /MGMT 8110	Budget Reference: OBJ 2xxx-5xxx /MGMT 8110	Budget Reference: OBJ 2xxx-5xxx /MGMT 8110

maintenance & 8200 custodial

maintenance & 8200 custodial

maintenance & 8200 custodial

New

Modified

Unchanged

Goal 4

Students will be engaged in their learning.

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

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

[Identified Need](#)

There is low attendance and chronic absenteeism.

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance rate as reported in CALPADs	83%	87%	89%	91%
Chronic Absenteeism rate as reported in CALPADs	9% of total number of students	9% of total number of students	9% of total number of students	0% of total number of students
Student participation rate in Pomo Language Instruction measured through observation	0% - instruction has not occurred	65% participation	75% participation	100% participation

[PLANNED ACTIONS / SERVICES](#)

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

Action **1**

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

[Students to be Served](#)

All

Students with Disabilities

[Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Reduce absenteeism by providing incentives, and support parents to get students to school, and provide engaging curriculum on the Pomo culture and language.

2018-19

New Modified Unchanged

Reduce absenteeism by providing incentives, and support parents to get students to school, and provide engaging curriculum on the Pomo culture and language.

2019-20

New Modified Unchanged

Reduce absenteeism by providing incentives, and support parents to get students to school, and provide engaging curriculum on the Pomo culture and language.

BUDGETED EXPENDITURES

2017-18

Amount \$4000

Source Title 7

Budget Reference OBJ 1xxx-4xxx/MGMT 4510 Title 7

2018-19

Amount \$4000

Source Title 7

Budget Reference OBJ 1xxx-4xxx/MGMT 4510 Title 7

2019-20

Amount \$4000

Source Title 7

Budget Reference OBJ 1xxx-4xxx/MGMT 4510 Title 7

Action 2

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

Students to be Served

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Use technology to publish a school-wide yearbook.

Use technology to publish a school-wide yearbook.

Use technology to publish a school-wide yearbook.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$100.00

Amount \$100.00

Amount \$100.00

Source Supp&Conc.

Source Supp&Conc.

Source Supp&Conc.

Budget Reference OBJ 4397/ MGMT 1000 sup/con

Budget Reference OBJ 4397/ MGMT 1000 sup/con

Budget Reference OBJ 4397/ MGMT 1000 sup/con

Action **3**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide lunch at no cost to students	Provide lunch at no cost to students	Provide lunch at no cost to students

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$4300	Amount: \$4300	Amount: \$4300
Source: SUPP&CONC	Source: SUPP&CONC	Source: SUPP&CONC
Budget Reference: OBJ 2xxx-5xxx/MGMT 3700 food services	Budget Reference: OBJ 2xxx-5xxx/MGMT 3700 food services	Budget Reference: OBJ 2xxx-5xxx/MGMT 3700 food services

Action **4**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
---------	---------	---------

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Provide Instructional Parent Assistants

Provide Instructional Parent Assistants

Provide Instructional Assistants

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$3,000	Amount: \$6,000	Amount: \$6,000
Source: SUPP&CONC	Source: SUPP&CONC	Source: SUPP&CONC
Budget Reference: OBJ 5805 & 5806 Services MGMT 1000 Supp & Conc	Budget Reference: OBJ 5805 & 5806 Services MGMT 1000 Supp & Conc	Budget Reference: OBJ 5805 & 5806 Services MGMT 1000 Supp & Conc

Action **5**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide Integrated Technology to improve equitable access to the curriculum	Provide Integrated Technology to improve equitable access to the curriculum	Provide Integrated Technology to improve equitable access to the curriculum

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20			
Amount	\$1,595	Amount	\$4,000	Amount	\$4,000
Source	SUPP&CONC	Source	SUPP&CONC	Source	SUPP&CONC
Budget Reference	OBJ 5840 services MGMT 1000 Supp & Conc	Budget Reference	OBJ 5840 services MGMT 1000 Supp & Conc	Budget Reference	OBJ 5840 services MGMT 1000 Supp & Conc

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017-18 2018-19 2019-20

\$30,818	Percentage to Increase or Improve Services:	19.26 %
----------	---	---------

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](#)).

2018-19
 Supplemental and concentration funds were spent on providing an Instructional Aide support principally directed to the students who need it the most (Henderson, 2002). The administrator focused on integration of the Pomo culture, PBL, and make movement, into the school curriculum. This action served to engage the students leading to increased attendance. Research indicates that students who attend school due to increased engagement, learn more (Centers for Disease Control and Prevention, 2009) . This action will serve to decrease the achievement gap. Lunch is also provided free of charge to all students. Research shows students who are properly nourished, are more ready to learn. (Sorhaindo, A., & Feinstein, L., 2006). This year we will also include NGSS teaching strategies and curriculum by bringing in experts from SCOE to provide professional development and to provide demonstration lessons.

MGMT 1000 has budgeted expenditures of \$16,500 to be spent on instructional supplies, recess/playground assistance, and technology for classroom support involving both native and cultural language including music as well as parent involvement movie night. The balance of LCFF funding was spent from MGMT codes 2700, 7150, 0100 and 3700 to cover costs of instructional small group educational support, yearbook and meals for students.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

\$27,601

[Percentage to Increase or Improve Services:](#)

18.49 %

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](#)).

Supplemental and concentration funds were spent on providing an Instructional Aide support principally directed to the students who need it the most (Henderson, 2002). The administrator focused on integration of the Pomo culture, PBL, and make movement, into the school curriculum. This action served to engage the students leading to increased attendance. Research indicates that students who attend school due to increased engagement, learn more (Centers for Disease Control and Prevention, 2009) . This action will serve to decrease the achievement gap. Lunch is also provided free of charge to all students. Research shows students who are properly nourished, are more ready to learn. (Sorhaindo, A., & Feinstein, L., 2006). This year we will also include NGSS teaching strategies and curriculum by bringing in experts from SCOE to provide professional development and to provide demonstration lessons.

MGMT 1000 has budgeted expenditures of \$17,500 to be spent on instructional supplies, recess/playground assistance, and technology for classroom support involving both native and cultural language including music as well as parent involvement movie night. The balance of LCFE funding was spent from MGMT codes 2700, 7150, 0100 and 3700 to cover costs of instructional small group educational support, yearbook and meals for students.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Budget Summary

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

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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