

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	Eastern Sierra Unified School District		
Contact Name and Title	Dr. Don Clark Superintendent	Email and Phone	dclark@esUSD.org 760 – 932 – 7443

2017-20 Plan Summary

THE STORY

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

Eastern Sierra Unified is a small, rural and remote school district serving approximately 377 students. Made up of four separate and geographically dispersed communities, ESUSD is committed to serving its students in as personal a way as possible. The district recently completed a comprehensive Strategic Plan which was written with a large amount of parent, teacher and community member input. This Plan reflects the strong values of the community and centers around the ideas of integrity, honesty, hard work and dedication. Many families in three of the district’s communities (Lee Vining, Bridgeport and Benton) are multi-generational residents of the area. The fourth community (Coleville/Walker) is dominated by military families, who only stay in the area for three years at a time. The district has been experiencing declining enrollment, however they continue to be a Basic Aid district due to the level of property taxes. The individual school sites do not have the number of students to be eligible for data reporting in many of the subgroup areas. It is of note that with this small of a district, one student’s score or one student’s suspension could skew the data abnormally. The district’s dashboard data is therefore taken with a bit of a grain of salt. Data kept by site administrators in various areas of state indicators will be referred to in this document from time to time, in favor of the dashboard data. The District’s greatest priority is improving Math instruction and students’ Math scores. The District will continue to have this as an area of focus during the upcoming school year. Stakeholders’ input was complimentary of the District’s distance learning program, but mentioned wanting to have additional instructional assistant help among other resources added to the District program. The District enjoys a collaborative and positive relationship with the County Office of Education, as well as with its Stakeholders.

LCAP HIGHLIGHTS

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

The district adopted the Eureka Math program in this last year.

Teachers all participated in regular grade level meetings which focused on Eureka Math implementation, ELD Resources, and reviewing of district benchmark assessments.

Distance learning opportunities for students increased.

Parents and community members participated in regular engagement meetings with the district Superintendent.

Students were provided opportunities for after school archery and cross-country programs.

The district had a "green" color in the area of suspension rates and three of four elementary schools had a "blue" color for suspension rates.

As of the writing of this LCAP, 0 students have appeared before the County SARB Board.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

The District was most successful in the area of suspensions and of graduation rate. The District was in the "Green" category for Suspension Rates (K-12). Although the District was in the "Orange" category for Graduation Rate, the District anticipates having approximately a 96% graduation rate at the end of the 2016- 2017 school year. District aims to improve on this data in the coming year, as appropriate student behavior and students who exemplify integrity are major components of the District's Strategic Plan and core value system. The local community involvement in each of the four school site areas is impressive, with community members playing a large role in offering enrichment, mentoring, interning and fundraising opportunities.

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

GREATEST NEEDS

The district needs additional support with the Eureka Math program. Fidelity in how the program has been implemented is in question. Teachers are finding it difficult to get through the whole program. Not having remedial Math program at the high school level is a concern. The district's dashboard indicated that it had declined by 6.1 points on the CAASP. The District also voiced a need for teachers to have time for vertical articulation to assist them with better understanding of how the new program works. It is also clear and agreed upon by site Principals that their role in monitoring teachers' instructional practices, particularly in the area of Math is of crucial importance to student achievement.

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

PERFORMANCE GAPS

The Math results indicated gaps across elementary schools with Bridgeport at the yellow level, Lee Vining in the red level, and Antelope in the green level. Again, the District’s priority is to focus on Math instruction and the implementation of the Eureka Math program. Understanding and working to close the performance gaps between school sites is the focus, as subgroup data is too small to determine disparity levels.

INCREASED OR IMPROVED SERVICES

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

The district intends to increase services to unduplicated count students by providing additional Math instruction to needy students. The district also intends to provide assistance with providing interpretation services (with assistance from the County Office) at parent-teacher conferences. Hiring a Bilingual Community Liaison will also increase efforts to reach English Learner parents by using this employee to reach out to Bilingual parents. After School programs, which are in place across the District, will be utilized to increase instructional services beyond the regular school day for unduplicated pupils.

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

\$ 9,610,657

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

\$ 1,097,832

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.

Most district resources are expended on salaries and benefits. Only those specifically related to LCAP goals are included in this plan. Additionally, most regular overhead costs from utilities to contracted services to equipment purchases are not a part of the District’s LCAP.

\$ 7,995,897

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016 – 2017

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

Goal 1	All students will be engaged in an innovative, challenging, and standards aligned learning environment in safe, clean facilities to prepare them for college or career beyond high school.
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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

- 1A. 100% of teachers will continue to be appropriately assigned and fully credentialed.
- 1B. 100% of students will have access to standards-aligned instructional materials.
- 1C. Facilities are well maintained and offer a safe learning environment for all students, per the Williams report.
- 2A. The State Board adopted academic content standards will be implemented in all classrooms as evidenced by principal and Superintendent walk-throughs.
- 2B. To ensure access to the CCSS and ELD standards, teacher will implement designated ELD strategies and services monitored through teacher tracking data.
- 4A./4B. Student performance on the SBAC math assessment will improve by 5% over the prior year. The district will utilize the new state accountability index to review student achievement once it is developed.
- 4C. The percentage of students taking and passing A – G required classes, as well as CTE classes will increase by 5%.

ACTUAL

- 1A. Objected achieved.
- 1B. Objective achieved.
- 1C. Objective achieved, zero Williams or UCP complaints filed.
- 2A. Objective achieved.
- 2B. Objective somewhat achieved. No tracking system was developed for use by administrators. CCSS were utilized in all district classrooms. ELD was implemented with various levels of success.
- 4A./4B. Student performance on the SBAC math assessment will improve by 5% over the prior year. The district will utilize the new state accountability index to review student achievement once it is developed.
- 4C. The percentage of students taking and passing A – G required classes, as well as CTE classes will increase by 5%.
- 4D. The percentage of students reaching proficiency on the CELDT will increase by 5%.
- 4E. The percentage of students being reclassified as English proficient will increase by 5%.

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4E. The percentage of students being reclassified as English proficient will increase by 5%.

4 F. and 4G. The percentage of students taking, and passing, AP tests, as well as the EAP exam will increase by 2%.

7A. The number of distance learning classes will increase over last year to continue to offer students a broader course of study.

7B. Unduplicated count students will be offered opportunities for after school tutoring and individualized instruction opportunities to best support their learning.

7C. Each school site has a resource teacher available to work with and support students with exceptional needs and mental health counseling will be made available to students who demonstrate that need.

8. Individual student growth in all courses described in Sect. 51210 and 51220 (a. – i.) will advance as measured using teacher-created assessments, publisher assessments and student report cards.

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8. Individual student growth in all courses described in Sect. 51210 and 51220 (a. – i.) will advance as measured using teacher-created assessments, publisher assessments and student report cards.

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 District will continue to recruit, employ and retain highly qualified teacher who are appropriately assigned to their grade level and subject area with at least one FTE teacher beyond the level recommended in the CA Necessary Small Schools Formula.

ACTUAL District completed this action as written.

Expenditures

BUDGETED
\$540,000 from supplemental grants and other unrestricted funds.

ESTIMATED ACTUAL

\$515,130

Action

2

Actions/Services

PLANNED District will provide all students with standards aligned instructional materials.

ACTUAL The district complied with this action and purchased new Math (California Standards aligned) materials.

Expenditures

BUDGETED
\$35,000

ESTIMATED ACTUAL
\$39,392

Action

3

Actions/Services

PLANNED Eureka Math will be implemented throughout the district for all students. Students' progress will be tracked via the embedded benchmark assessments in the Eureka program. All Math teachers will receive training in the Eureka program.

ACTUAL The district did implement the Eureka Math program throughout the district with mixed levels of fidelity. Teachers did receive Math training, but not necessarily did the training focus on the Eureka materials as this type of training was difficult to find.

Expenditures

BUDGETED
\$39,000 for materials
\$21,000 for teachers' stipends and substitute costs

ESTIMATED ACTUAL
\$54,555

Action

4

Actions/Services

PLANNED Teachers will continue to receive ELD strategies and standards training for the purpose of implementing integrated and designated ELD instruction for EL students. A monitoring tool will be developed to evaluate implementation of ELD strategies through the district.

ACTUAL The teachers did receive ELD strategies training in integrated and designated ELD instruction. No monitoring tool was developed.

Expenditures	BUDGETED \$16,000	ESTIMATED ACTUAL No cost

Action **5**

Actions/Services	PLANNED District will provide opportunities for EL and low-performing students to receive tutoring during after school intervention programs, as well as individualized instruction within the school day.	ACTUAL Opportunities were provided to EL and low-performing students. This needs to continue to be an action the district takes.
Expenditures	BUDGETED \$81,000	ESTIMATED ACTUAL \$69,716

Action **6**

Actions/Services	PLANNED Mono County Office of Education will provide the district with an Early Response Mental Health Specialist to work with students who demonstrate this need.	ACTUAL MCOE provided an ERMHS professional to work with identified students, as requested.
Expenditures	BUDGETED No cost to district	ESTIMATED ACTUAL No cost to district

Action **7**

Actions/Services	PLANNED The district will work with MCOE to help provide access to Career Technical Education classes.	ACTUAL This action was not fulfilled, other than some students in the Coleville High School taking Workforce Education classes offered by the COE at no cost.
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Expenditures	BUDGETED NO COST	ESTIMATED ACTUAL No Cost

Action **8**

Actions/Services	PLANNED District will provide distance learning classes in order to give students access to a broader course of student.	ACTUAL This action was accomplished.
Expenditures	BUDGETED \$1300	ESTIMATED ACTUAL \$939

Action **9**

Actions/Services	PLANNED The district will continue to provide safe, clean and properly maintained school facilities and learning environments for students.	ACTUAL This action was accomplished.
Expenditures	BUDGETED \$265,000	ESTIMATED ACTUAL \$349,644

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 and services were implemented by the district with limited exceptions.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Particularly in the area of Math, the action/service of providing training in the new Math curriculum was not effective as hoped, as evidenced by the students’ (K – 8) performance on the CAASSP. The district is in the “orange” category according to the Dashboard. Other actions such as distance learning, credentialed teachers, clean, safe facilities were more successful.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There were no material differences.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	As explained in “The Story” the District’s Dashboard does not give a complete picture of the District’s data, as the numbers for subgroups are not significant. This goal was not changed significantly, as will be seen in the “Goals, Actions and Services” enumerated in this LCAP.

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

Goal 2	Maintain a high rate of attendance and positive student attitudes towards school and education so that students may attain a high level of integrity in alignment with the district's values and culture.
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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

5A. Student attendance rates will be maintained at or above 95%.
 5B. The district's chronic absenteeism rate will decrease, as measured by the number of appearances at SARB hearings.
 5C./5D. Middle and high school drop out rates will be less than 8%.
 5E. High school graduation rates will increase to 92%.
 6A./6B. Student expulsion rates will decrease to at or less than 10 per year.
 6C. Healthy Kids Survey data will be used to determine the students' sense of safety and school connectedness.

ACTUAL

5A. Outcome was achieved.
 5B. Number of SARB appearances _____.
 5C./5D. Outcome was achieved.
 5E. Graduation rate is expected to be at ____% this year.
 6A/6B. Outcome was achieved.
 6C. Data from the 2015 Survey was utilized, but was deemed unreliable due to the length of time since the survey was given.

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 District will utilize the SARB process and SARB hearings to intervene with students and parents demonstrating poor attendance.	ACTUAL District did participate in the SARB process, however no ESUSD students needed to attend a SARB hearing.
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Expenditures	BUDGETED No Cost	ESTIMATED ACTUAL No Cost

Action **2**

Actions/Services	PLANNED Counseling services will be provided by the district and by MCOE for students who are at-risk of failing and who demonstrate emotional difficulties or undue stress.	ACTUAL This action was completed.
Expenditures	BUDGETED \$22,000	ESTIMATED ACTUAL \$22,000

Action **3**

Actions/Services	PLANNED District will build upon its character education plan, emphasizing the identified, community virtues with incentives (e.g. student recognition awards) for students to follow the district's code of conduct.	ACTUAL District's elementary school sites completed this goal, while high schools did not provide student recognition awards.
Expenditures	BUDGETED No Cost	ESTIMATED ACTUAL No Cost

Action **4**

Actions/Services

PLANNED
 District will analyze 2015 Healthy Kids Survey data to determine students' level of safety and connectedness. Analysis will be shared with parents and community members at the Superintendents' Community Forums.

ACTUAL
 Superintendent shared Healthy Kids' data from the 2015 survey at Fall, 2016 Community Forums. Much of this analysis was addressed in the district's strategic plan which focused on students' and community connections.

Expenditures

BUDGETED
 No Cost

ESTIMATED ACTUAL
 No Cost

Action **5**

Actions/Services

PLANNED District will continue to offer AVID classes to Coleville High School students, specifically to unduplicated count students whose family members have never attended college.

ACTUAL Coleville High School AVID class was provided to unduplicated count students.

Expenditures

BUDGETED
 \$20,000

ESTIMATED ACTUAL
 \$20,000

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 not as fully implemented as possible. The student incentive programs were successful at the elementary schools, but not at the high school level. The data from the Healthy Kids' Survey in 2015 was shared with parents and community members, although given that it was taken by students in 2015, many of those students have graduated, so the information was less than informative.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Use of the SARB process was instrumental in helping families be aware of their students' attendance, resulting in zero SARB hearings for students. Counseling services provided for students also assisted with the positive attendance rate and behavior data (no expulsions). Providing AVID classes at Coleville HS unduplicated count students was another resource for students to receive additional assistance and help them to reach graduation.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	No material differences were in evidence.
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.	As explained in "The Story" the District's Dashboard does not give a complete picture of the District's data, as the numbers for subgroups are not significant. This goal was not changed significantly, as will be seen in the "Goals, Actions and Services" enumerated in this LCAP.

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

<p>Goal 3</p>	<p>To promote opportunities for parent and community involvement in matters related to the educational success of all students.</p>
<p>State and/or Local Priorities Addressed by this goal:</p> <p>STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p>	

ANNUAL MEASURABLE OUTCOMES

EXPECTED

3A. The district will utilize multiple formats of communication to make parents aware of opportunities to provide their input.
 3A. Parent and community participation in Back to School Nights and Community Forums will increase 5% over the prior year's attendance.
 3B. The district will utilize specific employees (Bilingual Community Liaison, Mental Health Counselor, and Academic Counselor) to reach out to parents of unduplicated count students.
 3C. The district's special education teachers, along with the Mental Health Counselor and professionals from Mono County Behavioral Health, will encourage parents of special education students to participate in communication with the district.

ACTUAL

3A. This outcome was achieved.
 3A. According to data collected by site administrators; attendance at stated events did increase the expected 5%.
 3B. The District did utilize Mental Health and Academic Counselors to reach out to parents of unduplicated count students, however a Bilingual Community Liaison was not hired.
 3C. No data was collected due the sporadic need to request parent involvement.

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 Hire a Bilingual Community Liaison for each school site to begin building relationships with parents and families and encourage participation in district activities. Bilingual Community Liaisons will make personal home calls and/or visits to develop a relationship with families and encourage their participation in district meetings and activities.

ACTUAL District did not achieve this action. Despite many attempts to "fly" this position both in county and outside the county, there was no one who fit the criteria of the position. This action will be revised for the 2017 - 2018 LCAP and will appear as an action in Goal #3.

Expenditures

BUDGETED
 \$20,000

ESTIMATED ACTUAL
 No Cost

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	<p>PLANNED All schools will utilize multiple forms of digital and print communications to reach parents and the community at large. Communication methods will include: Facebook, e-newsletters, email announcements, district and school site websites, printed newsletters and invitations, auto-call phone messages and school marquee postings.</p>	<p>ACTUAL This action was accomplished. Each school site published a monthly newsletter. The District employed a “robo-call” device alerting all parents in the District to upcoming events and meetings. Use of social media and electronic media were also used for communication purposes.</p>
Expenditures	<p>BUDGETED \$1,200</p>	<p>ESTIMATED ACTUAL \$1,088</p>

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	<p>PLANNED Attendance data will continue to be collected at the annual Back-to-School Nights at each school site, as well as at the twice-yearly Community Forums to determine the level of increased parental and community participation.</p>	<p>ACTUAL This action was implemented. Principals collected data of attendance. The Superintendent collected data of attendance at Community Forums.</p>
Expenditures	<p>BUDGETED No Cost</p>	<p>ESTIMATED ACTUAL No Cost</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.	The District offered many opportunities for Parents and Community members to engage with the district, including the Community Forums conducted by the Superintendent, the many, and varied, sporting activities (including Archery and Cross Country), the site level Back to School Nights, Open Houses, and Parent-Teacher conferences.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions and services for this goal were effective from a communication stand-point. The District did communicate with parents and community members in various ways (traditional and electronic). The District also provided numerous opportunities for parents and community members to be involved, as noted above.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There were no material changes.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	The District's inability to hire a Bilingual Community Liaison will result in a revision of this action moving forward, as the District realizes the need for a Bilingual resource for it's families.

Stakeholder Engagement

LCAP Year x 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

The District engaged with its stakeholders in various ways throughout the school year. Starting with the Superintendent’s Community Forums. These forums are held twice/year in each of the District’s four communities. These meetings were held in the Fall and again in the Spring. Input was gathered from all attendees. Stakeholders included: parents of Caucasian students, Native American students, English Learner students, Special Education students. In several instances, Board Members attended the Community Forum meetings (particularly in Benton and Bridgeport). Parents from the Marine Base were also involved. Teachers and classified staff held meetings (monthly) at each site with their site administrator to glean input from these groups. All stakeholders were asked: What are goals that we (the District) need to work on? What goals are we achieving? What goals need to be deleted? What goals do we need to add?

IMPACT ON LCAP AND ANNUAL UPDATE

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

These conversations were very impactful, not only in writing this year’s LCAP, but in engaging with the stakeholders and helping them to understand this process and why it is important. One particular discussion about the data from the state and the data that is collected by principals was challenged as being “accurate”, as one parent (and Board Member) pointed out, in such as small district one student’s suspension or one student’s failure to graduate can put the district into a orange or yellow category. This helped reinforce that we need to be very much on top of our data in order to defend the numbers that are received from the state. Other comments included (but are not limited to: More fencing is needed around the school; the distance learning program is working well; the district’s website could be “beefed up” with more information; plans for transition from high school to college/career need to start earlier). In one of the school communities (Benton) plans to expand the outdoor learning space were discussed and well as a desire to bring additional learning opportunities into the classrooms. Overall, a general sense of happiness with the district was expressed by all stakeholders.

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 type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
<u>Goal 1</u>	All students will be engaged in an innovative, challenging and standards aligned learning environment in safe, clean facilities to prepare them for college or career beyond high school.		

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Teachers must be appropriately assigned.
 State standards must be implemented for all pupils.
 Students need access to and success in a broad course of study (due to the small, rural nature of the district) through an enhanced distance learning program (offering A – G classes) and CTE opportunities.
 All facilities will maintain a safe, clean and welcoming environment to best support students' learning.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Human Resource Data	100% of teachers appropriately assigned.	Continue 100% appropriately assigned.	Continue 100% appropriately assigned.	Continue 100% appropriately assigned.
Principal Monitoring through classroom observations	60% of teachers will implement CCSS and ELD standards.	75% of teachers will implement CCSS and ELD standards.	85% of teachers will implement CCSS and ELD standards.	95% of teachers will implement CCSS and ELD standards.
SBAC Math Assessment	Decline of 6.1 points District wide on Math	Increase of a minimum of 3	Increase of a minimum of 3	Increase of a minimum of 3

Data/State Dashboard	SBAC	points on Math SBAC	more points on Math SBAC	more points on Math SBAC
CELDT scores	40% of students scored Advanced or Early Advanced on CEDLT	50% of students scoring Advanced or Early Advanced on CELDT	55% of students scoring Advanced or Early Advanced on CELDT	60% of students scoring Advanced or Early Advanced on CELDT
Number of students taking A-G and CTE classes	27 students took A-G classes and/or CTE classes	30 students will take A – G classes and/or CTE classes	34 students will take A – G classes and/or CTE classes	38 students will take A – G classes and/or CTE classes
Number of students attending after school intervention programs	50 students across the district attended after school intervention programs	55 students will attend after school intervention programs	60 students will attend after school intervention programs	65 students will attend after school intervention programs
Student performance on District Benchmark Assessments	70% of students performed at proficiency on Benchmark Assessments	80% of students will perform at proficiency on Benchmark Assessments	85% of students will perform at proficiency on Benchmark Assessments	90% of students will perform at proficiency on Benchmark Assessments
Williams Complaint Reports	0 Williams Complaint Reports have been filed with the District	0 Williams Complaint Reports will be filed with the District	0 Williams Complaint Reports will be filed with the District	0 Williams Complaint Reports will be filed with the District

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input 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
District will continue to recruit, employ and retain highly qualified teachers who are appropriately assigned to their grade level and/or subject area.	District will continue to recruit, employ and retain highly qualified teachers who are appropriately assigned to their grade level and/or subject area.	District will continue to recruit, employ and retain highly qualified teachers who are appropriately assigned to their grade level and/or subject area.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$526,037	Amount: \$541,818	Amount: \$558,073
Source: LCFF	Source: LCFF	Source: LCFF

Budget Reference

LCFF Calculation Worksheet

Budget Reference

LCFF Calculation Worksheet

Budget Reference

LCFF Calculation Worksheet

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 Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

District will provide all students with standards aligned instructional materials for Math and will examine new ELA materials during this year.

2018-19

New Modified Unchanged

District will monitor use of the Math materials and strategies. District will pilot potential ELA materials for consideration.

2019-20

New Modified Unchanged

District will move focus on Math to a focus on ELA and adopt new materials for training and classroom use.

BUDGETED EXPENDITURES

2017-18

Amount \$35,000

Source EPA

Budget Reference EPA

2018-19

Amount \$35,000

Source EPA

Budget Reference EPA

2019-20

Amount \$35,000

Source EPA

Budget Reference EPA

Action **3**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New x <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
All Math teachers will receive specific training in the Eureka Math program.	Principals will monitor use of the Eureka Math materials and provide assistance to teachers in need of additional support.	District will begin to focus on ELA.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$28,000	Amount: \$5,000	Amount: No Cost
Source: Title II	Source: Title II	Source: N/A
Budget Reference: Title II	Budget Reference: Title II	Budget Reference: N/A

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
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Teachers will receive training in ELD strategies for the purpose of improving ELD instruction for EL students.	Training will continue as needed, as determined by Principal observations.	Training will continue as needed, as determined by Principal observations.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$23,587	Amount: \$23,587	Amount: \$23,587
Source: Title II	Source: Title II	Source: Title II
Budget Reference: Budget Code 4035	Budget Reference: Budget Code 4035	Budget Reference: Budget Code 4035

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 Group(s) Schoolwide **OR** Limited to Unduplicated Student

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
District will provide opportunities for EL and low-performing students to receive tutoring during after school intervention programs.	District will provide opportunities for EL and low-performing students to receive tutoring during after school intervention programs.	District will provide opportunities for EL and low-performing students to receive tutoring during after school intervention programs.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$79,893	Amount \$82,290	Amount \$84,758
Source ASES/S and C funds	Source ASES/S and C funds	Source ASES/S and C funds
Budget Reference Budget Code 6010	Budget Reference Budget Code 6010	Budget Reference Budget Code 6010

Action **6**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New x <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified x <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified x <input type="checkbox"/> Unchanged
District will provide distance learning classes in order to give students access to a broader course of study, as well as concurrent enrollment opportunities.	District will continue to provide distance learning classes in order to give students access to a broader course of study, as well as concurrent enrollment opportunities.	District will continue to provide distance learning classes in order to give students access to a broader course of study, as well as concurrent enrollment opportunities.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$1,000	Amount \$1,000	Amount \$1,000
Source LCFF	Source LCFF	Source LCFF

Budget Reference

TEXTBOOKS

Budget Reference

TEXTBOOKS

Budget Reference

TEXTBOOKS

Action **7**

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

Students to be Served

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

District will continue to provide safe, clean and properly maintained school facilities and learning environments for all students.

2018-19

New Modified Unchanged

District will continue to provide safe, clean and properly maintained school facilities and learning environments for all students.

2019-20

New Modified Unchanged

District will continue to provide safe, clean and properly maintained school facilities and learning environments for all students.

BUDGETED EXPENDITURES

2017-18

Amount \$360,133

Source LCFF

2018-19

Amount \$370,937

Source LCFF

2019-20

Amount \$382,065

Source LCFF

Budget Reference

Site Maint. Staff

Budget Reference

Site Maint. Staff

Budget Reference

Site Maint. Staff

Action **8**

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

Students to be Served

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
District will provide vertical articulation meeting opportunities for teachers to better align the new Math curriculum.	District will provide vertical articulation meeting time for teachers to continue discussions of the Math curriculum.	District will provide vertical articulation meeting time for teachers to continue discussions of the Math curriculum.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: No cost	Amount: No cost	Amount: No cost
Source: N/A	Source: N/A	Source: N/A

Budget Reference

N/A

Budget Reference

N/A

Budget Reference

N/A

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

New Modified x Unchanged

Goal 2

Maintain a high rate of attendance and positive student attitudes towards school and education so that students may attain a high level of integrity in alignment with the district's values and culture.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 x 5 x 6 7 8

COE 9 10

LOCAL _____

Identified Need

Students must attend school in order to learn.

Students must feel connected and demonstrate a positive attitude towards learning in order to be successful.

Students' individual educational and emotional needs must be met.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Aeries Attendance Data	95% student attendance rate	95% attendance rate will be maintained or exceeded.	95% attendance rate will be maintained or exceeded.	95% attendance rate will be maintained or exceeded.
SARB invitation records	0 students invited to SARB hearings.	Maintain 0 students invited to SARB hearings.	Maintain 0 students invited to SARB hearings.	Maintain 0 students invited to SARB hearings.
Aeries Attendance Data	Middle and High School Drop Out rates at or less than 3%	Decrease drop outs to at, or less than, 2%	Decrease drop outs to at, or less than, 1%	Decrease drop outs to 0%
High School Graduate numbers	96% of high school students graduate	97% of high school students graduate	98% of high school students graduate	99% of high school students graduate

Aeries Attendance Data	0 students expelled in 16 - 17	Maintain 0 expulsions	Maintain 0 expulsions	Maintain 0 expulsions
Principals' Data	TBD	Collect data regarding the number of high school students participating in Community Service	Increase participation in Community Service by 10%	Increase participation in Community Service by 10%

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
District will continue to utilize the SARB process to intervene with students (and parents) if poor attendance becomes an issue.	District will continue to utilize the SARB process to intervene with students (and parents) if poor attendance becomes an issue.	District will continue to utilize the SARB process to intervene with students (and parents) if poor attendance becomes an issue.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: NO COST	Amount: NO COST	Amount: NO COST
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 Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Counseling services will be provided by district and by MCOE for students who are at-risk of failing and/or who demonstrate emotional difficulties or undue stress.

2018-19

New Modified Unchanged

Counseling services will be provided by district and by MCOE for students who are at-risk of failing and/or who demonstrate emotional difficulties or undue stress.

2019-20

New Modified Unchanged

Counseling services will be provided by district and by MCOE for students who are at-risk of failing and/or who demonstrate emotional difficulties or undue stress.

BUDGETED EXPENDITURES

2017-18

Amount

NO COST

Source

SELPA

Budget Reference

ERMHS

2018-19

Amount

NO COST

Source

SELPA

Budget Reference

ERMHS

2019-20

Amount

NO COST

Source

SELPA

Budget Reference

ERMHS

Action **3**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New x <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
District will participate in the 2017 Healthy Kids Survey to determine the students' level of safety and connectedness at school.	District will analyze responses to the 2017 Healthy Kids' Survey to determine if there are any issues with students' feelings of safety and/or connectedness at school.	District will take actions necessary to improve any issues discovered in the results of the Healthy Kids Survey.

BUDGETED EXPENDITURES

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

Action **4**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input 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
District will continue to offer AVID classes to assist with the increase of students graduating high school.	District will continue to offer AVID classes to assist with the increase of students graduating high school.	District will continue to offer AVID classes to assist with the increase of students graduating high school.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$19,844	Amount \$10,844	Amount \$11,061
Source College Readiness Grant	Source College Readiness Grant	Source LCFF
Budget Reference CRBG	Budget Reference CRBG	Budget Reference AVID

Action **5**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	x <input checked="" type="checkbox"/> [Specific Student Group(s)]	High School _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	Lee Vining and Coleville _____	x <input type="checkbox"/> Specific Grade spans: _____ 9 - 12 _____

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
x <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New x <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified x <input type="checkbox"/> Unchanged
District will work with local Chambers of Commerce to develop community service projects for high school students. Principals will collect data regarding number of students who successfully participate.	District will strive to expand the Community Service program to involve more students. Principals will collect data regarding number of students who successfully participate.	District will strive to expand the Community Service program to involve more students. Principals will collect data regarding number of students who successfully participate.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: No Cost	Amount: No Cost	Amount: No Cost
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

To promote opportunities for parent and community involvement in matters related to the educational success of all students.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____ Parent attendance at school meetings. _____

Identified Need

District needs to engage parents at all levels of decision making and for all subgroups. In a small, rural, and geographically disparate district, the community members have a role in the success of the students, so the level of engagement of community members is of great importance to the success of the district.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance at Back to School Nights and Community Forum data	70% of parents attend Back to School Nights; 10 – 15 parents attend Community Forums per site	Attendance at each event will increase by 5%	Attendance at each event will increase by 5%	Attendance at each event will increase by 7%
Outreach to parents and community members	District currently uses phone call and newsletters as primary communication tools.	District will increase use of Spanish to better communication with Spanish speaking parents	District will expand its use of social media to increase outreach (in English and in Spanish)	District will try to hire a Bilingual Liaison.
# of personal contacts with	To be determined	District will hire a Bilingual Community Liaison (BCL)	District will adjust BCL program based upon data	District will continue to evaluate and adjust the job

Hispanic families		and collect data on number of personal contacts with families	collected in prior year	description of the BCL
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PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified x <input type="checkbox"/> Unchanged
With assistance from MCOE, District will provide translators at all parent teacher conferences.	All district documents and "robo-calls" will be provided in English and in Spanish.	All district documents and "robo-calls" will be provided in English and in Spanish.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$24,338	Amount \$24,825	Amount \$25,321
Source LCFF	Source LCFF	Source LCFF
Budget Reference LIAS	Budget Reference LIAS	Budget Reference LIAS

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 Group(s) Schoolwide **OR** Limited to Unduplicated Student

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
District will upgrade and improve website to include information (e.g. regarding graduation requirements). Current communication methods will continue to be implemented. Text messaging will also be employed as a communication method.	District will provide newsletters in both English and Spanish. District will continue to provide multiple communications methods. Text messaging will also be employed as a communication method.	District will provide newsletters in both English and Spanish. District will continue to provide multiple communications methods. Text messaging will also be employed as a communication method.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: No Cost	Amount: No Cost	Amount: No Cost
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:

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Principals will collect attendance data at Back to School Nights, Parent-Teacher Conferences, and Open House events. A survey will be sent to parents to measure their satisfaction with the events they attend. Surveys from parents will be analyzed and events adjusted accordingly.	Principals will collect attendance data at Back to School Nights, Parent-Teacher Conferences, and Open House events. A survey will be sent to parents to measure their satisfaction with the events they attend. Surveys from parents will be analyzed and events adjusted accordingly.	Principals will collect attendance data at Back to School Nights, Parent-Teacher Conferences, and Open House events. A survey will be sent to parents to measure their satisfaction with the events they attend. Surveys from parents will be analyzed and events adjusted accordingly.

BUDGETED EXPENDITURES

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

Action **4**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	x <input checked="" type="checkbox"/> [Specific Student Group(s)]	High School _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	x <input checked="" type="checkbox"/> Specific Schools: Lee Vining HS; Coleville HS _____	x <input type="checkbox"/> Specific Grade spans: 9-12 _____	

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
x <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New x <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New x <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Create a community service requirement for high school students to engage them in the community with local businesses/residents.	Continue to implement community service requirement for high school students. Survey community businesses involved for their satisfaction.	Evaluate community service program and adjust as needed.

BUDGETED EXPENDITURES

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

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 Group(s) Schoolwide **OR** Limited to Unduplicated Student

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
District will hire a Bilingual Community Liaison, as this was a priority of parents and will facilitate better integration of the Hispanic parents into the District community.	Adjust Bilingual Community Liaison position responsibilities as needed. Continue to implement program. BCL will collect data of visits to parents within district and continue adjusting services as needed.	Adjust Bilingual Community Liaison position responsibilities as needed. Continue to implement program. BCL will collect data of visits to parents within district and continue adjusting services as needed.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: Paid for by MCOE	Amount: Paid for by MCOE	Amount: Paid for by MCOE
Source: N/A	Source: N/A	Source: N/A
Budget Reference: N/A	Budget Reference: N/A	Budget Reference: N/A

Action **6**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input 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 checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Students will be involved in “place-based” educational classes.	Students participating in “place-based” education will increase to at least 8 students.	District will continue to expand its “place-based” education program.

BUDGETED EXPENDITURES

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

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

x 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 332,559

Percentage to Increase or Improve
Services:

10.34 %

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](#)).

Services for unduplicated pupils will be increased by providing:

After school intervention programs

Instructional aides to provide necessary, augmented instructional services

Counseling services will be provided as needed, through the ERMHS program (MCOE)

Bilingual Community Liaison will be hired to promote interactions with families of unduplicated pupils.

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?