

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year 2017–18 2018–19 2019–20

[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

Santa Clara Elementary School District

Contact Name and Title

Kari Skidmore
Teacher/Principal/Superintendent Designee

Email and Phone

kskidmore@santaclarasdsd.org
(805)525-4573

2017-20 Plan Summary

THE STORY

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

The Santa Clara Elementary School District is a single school district located in Ventura County midway between the cities of Fillmore and Santa Paula. The school is located in a rural area surrounded by agriculture. Affectionately known as the "Little Red Schoolhouse," Santa Clara is both a historic landmark and a place for up-to-date education. School staff is dedicated to providing the kindergarten through sixth grade students a safe, respectful and accepting atmosphere where every student can learn. We are a K-6 district established in 1896, serving the families of Santa Paula for over 120 years. Santa Clara is a District of Choice with an enrollment of under 60 students in grades K-6th. Student demographics are 42%white and 44%hispanic. Dashboard data results are given for all districts, all schools, and all defined student groups with more than 30 students. Due to its small size, Santa Clara must rely on local local assessment data.

LCAP HIGHLIGHTS

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

The Santa Clara Elementary LCAP is designed to meet the needs of all students, including the unduplicated student population. The plan is intended to carry out the mission of the district with actions and services to support the vision. Stakeholder engagement is clearly reflected in the plan with input from student, staff, parent and community groups. Increased student academic achievement is our primary focus as seen in Goal 1 of the LCAP. CAASPP scores show that SCESD students score well above the state average overall in state assessments. Increasing student engagement is Goal 2 of our LCAP. Goal 3 focuses on increasing parent participation in our small school.

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

All Santa Clara teachers piloted CCSS Mathematics Programs in the 2015-16 school year and adopted in the 2016-17 school year. All Santa Clara teachers piloted CCSS English Language Arts Programs in the 2016-17 school year and adopted for the 2017-18 school year. The teachers received extensive, professional development in CCSS Math and ELA through VCOE and the Houghton Mifflin Harcourt Publisher. The teachers met weekly to review student data and to refer struggling students, plan intervention, and monitor progress in the RTI Program. It is the alignment of instruction to the CCSS, the Professional development, and the RTI Program, that helped students to achieve an overall increase in CAASPP scores. The percentage of students that scored met and above proficiency in 2015-16 CAASPP ELA increased by 8% to 69% and increased by 11% to 75% in Math. These scores are well above the averages for the county and the state. (Goal 1)

The Visual and Performing Arts Program grew significantly in the 2016-17 school year. With the Support of the Parent/Teacher Organization, Santa Clara students participated in weekly Visual Art, Music, Dramatic Arts, and Band classes. The Program led to an increase in student engagement and parent participation. (Goals 2 and 3)

Suspension rates indicator for all students was Blue performance level. (Goal 2)

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

There were four students tested (initial and annual assessments) in 2015-16 school year; 25% met CELDT criterion. Moving forward, Santa Clara will continue to build on ELD program and increase number of EL students meeting the CELDT criterion.

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 Santa Clara EL population continues to struggle with the reading and writing sections of the CELDT. This is preventing those students from reclassifying. Continued focus on the RTI Program and implementing the CCSS with the new ELA adoption will address this gap in performance. The ELA adoption will include an ELD component, which will allow classroom teachers and the intervention teacher with additional resources and time to focus on the needs of the EL students.

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 services for low-income students, English learners, and foster youth will be increased with RTI program with Intervention Teacher, supplemental materials and resources in CCSS ELA and Math, and Professional Development for teachers in CCSS technology, best instructional practices, ELD and NGSS.

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

\$ 500,683

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

\$ 59,318

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.

Budget expenditures not included in the LCAP include teachers' salaries, administrative and custodial support staff, day-to-day operation expenditures, speech and language services, and fiscal oversight services provided by the Ventura County Schools Business Services Authority.

\$ 488,659

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1	Increase Student Achievement
State and/or Local Priorities Addressed by this goal:	STATE <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 3 X 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 X 7 X 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

1. 61% of students overall districtwide, Met or Exceeded the Standard in ELA/Literacy and 64% of students overall districtwide, Met or Exceeded the Standard in Mathematics. 2014-15 Baseline ELA/Literacy SBAC districtwide results for 2014-15 represent 61% meeting or exceeding the standard in ELA/Literacy and 64% meeting or exceeding the standard in Mathematics, each year standard met or exceeded will increase that percentage by 3%.
2. 85% of students will score proficient or above on district assessments
3. API (N/A)
4. Maintain 100% fully credentialed teachers
5. Maintain FIT score of Good
6. Maintain 100% access to standards-aligned instructional materials (adopted textbook programs or supplemental resources to provide CA State Standards instruction; CCSS, ELD, NGSS, ETC))
7. 100% of teachers will align at least 75% of their instruction to the CA State Standards (CCSS, ELD, NGSS, ETC)
8. Maintain 100% of student access and enrollment in all required areas of study
9. 40% of English Learners will be reclassified to Fluent English Proficient
10. 85% of English Learners will become English Proficient
11. Broad course of study (N/A)
12. Broad course of study for unduplicated students, exceptional needs(N/A)
13. A-G (N/A)
14. EAP Rate (N/A)
15. AP Pass Rate (N/A)

1. Standardized Tests-69% ELA (increase of 8%) and 75% Math (increase of 11%)met or exceeded proficiency on SBAC 2015-16
2. 85% of students scored proficient or above on district assessments
3. API (N/A)
4. Maintained 100% fully credentialed teachers
5. Maintained FIT score of Good
6. Maintained 100% access to standards-aligned instructional materials (adopted textbook programs or supplemental resources to provide common core instruction)
7. 100% of teachers aligned at least 75% of their instruction to the common core standards
8. Maintained 100% student access and enrollment in all required areas of study
9. 33% of English Learners reclassified to Fluent English Proficient (1 of the 3 EL students)
- 10.33% of English Learners became English Proficient (1 of the 3 EL students)
11. Broad course of study (N/A)

	12. Broad course of study for unduplicated students, exceptional needs(N/A)
	13. A-G (N/A)
	14. EAP Rate (N/A)
	15. AP Pass Rate (N/A)

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.

1

Action

Actions/Services

Expenditures

<p>PLANNED Pilot/Adopt and purchase Common Core Aligned ELA Textbooks. (Purchase to be made in 2017-18 after Pilot/Adoption.)</p>	<p>ACTUAL Piloted/Adopted and purchased Common Core Aligned ELA Textbooks (Purchase to be made in 2017-18 after Pilot/Adoption.)</p>
<p>BUDGETED Approved Textbooks; Unrestricted</p> <p>\$0</p>	<p>ESTIMATED ACTUAL \$0</p>

2

Action

Actions/Services

<p>PLANNED Purchase common core aligned supplementary materials to support common core instruction</p>	<p>ACTUAL Purchased common core aligned supplementary materials to support common core instruction in all 3 classrooms. Purchased Subscriptions to Scholastic Weekly Readers in Social Studies and Science for all grade levels.</p>
<p>BUDGETED Materials and Supplies; Restricted 1,000</p>	<p>ESTIMATED ACTUAL Materials and Supplies; Restricted 1,207</p>

Expenditures

Action

3

Actions/Services

<p>PLANNED Provide Professional Development: common core technology, best instructional practices, ELD and NGSS</p>	<p>ACTUAL All teachers attended pilot training in CCSS in ELA and Math, CCSS math coaching, EADMS training, CHAMPS training, and technology. Teacher/Principal participated in the L3 training offered by the VCOE.</p>
<p>BUDGETED Travel and Conference; Unrestricted</p>	<p>ESTIMATED ACTUAL Professional Services; Restricted and Unrestricted 6,800</p>

Expenditures

1,000	Travel and Conferences 400
Certificated Salaries and Benefits; Unrestricted 1,000	

4

Action

Actions/Services

Expenditures

<p>PLANNED</p> <p>Provide additional intervention/acceleration to students in the following subgroups: Low income, English learner/Redesignated Fluent English learner, Foster Youth</p>	<p>ACTUAL</p> <p>Provided additional intervention/acceleration to students in the following subgroups: Low income, English learner/Redesignated Fluent English learner, Foster Youth. Intervention tutor worked with struggling students 4 afternoons a week with lessons planned by classroom teachers. Enrichment teacher taught Band to students in grades 4th-6th as an acceleration class.</p>
<p>BUDGETED</p> <p>Classified Salaries and Benefits; Unrestricted/Restricted Federal 37,600</p>	<p>ESTIMATED ACTUAL</p> <p>Classified Salaries and Benefits; Unrestricted/Restricted Federal 37,375</p> <p>Materials and Supplies 1,182</p>

5

Action

Actions/Services

Expenditures

<p>PLANNED</p> <p>Provide additional intervention/acceleration to students in the following subgroups: Low income, English learner/Redesignated Fluent English learner, Foster Youth</p>	<p>ACTUAL</p> <p>Provided additional intervention/acceleration to students in the following subgroups: Low income, English learner/Redesignated Fluent English learner, Foster Youth</p>
<p>BUDGETED</p> <p>Materials and Supplies; Unrestricted</p> <p>1,000</p>	<p>ESTIMATED ACTUAL</p> <p>Textbooks; Unrestricted</p> <p>1,092</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.

Overall Goal 1 Student Achievement was fully implemented.

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

Our goal was to increase student achievement. Our actions and services were effective, as our Santa Clara students exceeded the performance goals on the Standardized Tests-69% ELA (increase of 8%) and 75% Math (increase of 11%)met or exceeded proficiency on SBAC 2015-16 and on district assessments. We maintained 100% fully credentialed teachers, a FIT score of Good, 100% access to standards-aligned instructional materials with 100% of teachers aligning at least 75% of instruction to CCSS, ELD, and NGSS. We fully implemented the CCSS in ELA, piloting and adopting CCSS curriculum. We purchased CCSS aligned supplementary materials and provided professional development in CCSS, ELD and NGSS. We implemented an RTI program for students in the following subgroups; Low income, English learner/Redesignated Fluent English learner, and Foster Youth. We provided acceleration to students by implementing a school band program.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The District expended monies as planned in most areas. However, because of the adoption of math curriculum, the District provided significantly more staff development to its teachers in order to better prepare for the delivery of math instruction. In addition, the District purchased intervention materials that had not been budgeted for at LCAP adoption.

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.

Changes were made to Goal 1-Action 1 as a result of this analysis. Despite a very small number, sometimes less than three, Santa Clara will continue to focus on increasing English proficiency and the needs of our English learners through the actions and services in Goal 1 for the 2017-18 school year. We will purchase ELA, CCSS aligned textbooks in 2017-18. We will investigate NGSS in 2018-19 and 2019-20.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 2

Increase Student Engagement

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

Needs: Overall improvement of student engagement and attitude toward learning
Metrics:

1. Attendance rates, maintain 98%
2. Suspension/Expulsion/Drop Out rates, maintain 0%
3. Student survey results, maintain at least 85% of students surveyed will indicate positive attitudes toward school
4. Chronic absenteeism, maintain 0%
5. Middle School Dropout Rate (N/A)
6. High School Dropout Rate (N/A)
7. High School Graduation Rate (N/A)

ACTUAL

Needs: Overall improvement of student engagement and attitude toward learning
Metrics:

1. Attendance rates, maintained 98%
2. Suspension/Expulsion/Drop Out rates, maintained 0%
3. Student survey results, maintained at least 85% of students surveyed indicated positive attitude toward school
4. Chronic absenteeism, maintained 0%
5. Middle School Dropout Rate (N/A)
6. High School Dropout Rate (N/A)
7. High School Graduation Rate (N/A)

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.

1

Action		
Actions/Services	<p>PLANNED</p> <p>Involve students in community service projects</p>	<p>ACTUAL</p> <p>The Sixth Grade Council organized with the support of the SSC/PTO community service projects including; Santa’s Workshop, raising money for the Ventura Cancer Center, Ventura County Foodshare, Jump for Heart, raising money for the American Heart Association, and the Band Aid Project, collecting Band-Aids for the Children’s Hospital.</p>
Expenditures	<p>BUDGETED</p> <p>Materials and Supplies; Unrestricted</p> <p>\$1,000</p>	<p>ESTIMATED ACTUAL</p> <p>\$0</p>

2

Action		
Actions/Services	<p>PLANNED</p> <p>Involve students in school field trips and assemblies based on Science and Social Science Standards</p>	<p>ACTUAL</p> <p>Each of the three classrooms took 1 field trip each trimester based on the Science and Social Studies Standards. All students will go on an end of the year secret trip. All students participated in 2 Science Assemblies.</p>
Expenditures	<p>BUDGETED</p> <p>Professional Services; Unrestricted</p>	<p>ESTIMATED ACTUAL</p> <p>Professional Services; Unrestricted</p>

3,000	2,584
-------	-------

3

Action

Actions/Services

Expenditures

PLANNED Create a liaison for Foster Youth to ensure immediate enrollment and smooth transition	ACTUAL Worked with Ventura County to create a liaison for Foster Youth to ensure immediate enrollment and smooth transition.
BUDGETED 0	ESTIMATED ACTUAL 0

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.

Overall Goal 2 Student Engagement was fully implemented.

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

Met all expected measurable outcomes. Planned actions/services led to the maintenance of student attendance, suspension/expulsion, drop out and chronic absenteeism rates. Students were engaged and involved in 4 community service projects, 4 field trips and 2 schoolwide assemblies. A liaison for Foster Youth was created.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Because the District experiences significant support from its Parent Teacher Organization, the District did not need to spend budgeted dollars on community activities as they were paid for by the PTO. In addition, the PTO provided additional support for field trips and as a result the District did not need to expend the full amount budgeted.

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

After analysis of our data, metrics and overall effectiveness of the goal, the district has decided that Goal 2 will remain the same and the same actions and services will be implemented in 2017-18.

Annual Update

LCAP Year Reviewed: 2016-17

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

<h2 style="margin: 0;">Goal 3</h2>	<p>Increase Parent Engagement and Participation</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> <p>LOCAL _____</p>

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

<p>1. 75% parent participation in school sponsored events, as measured by sign in sheets</p> <p>2. 2016-17 Establish a baseline for online survey with 50% return, as measured by online survey result</p>	<p>1. 90% parent participation in school sponsored events, as measured by sign in sheets</p> <p>2. 2016-17 online survey with 53% return, as measured by online survey result</p>
--	---

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.

<p>Action</p>	1				
<p>Actions/Services</p>	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #d9ead3; padding: 5px;">PLANNED</td> <td style="padding: 5px;">Family Events scheduled to build school community</td> <td style="background-color: #d9ead3; padding: 5px;">ACTUAL</td> <td style="padding: 5px;">Family events including; Back to School Night, Winter Music Program, CAASPP Testing Celebration, Talent Show/Art</td> </tr> </table>	PLANNED	Family Events scheduled to build school community	ACTUAL	Family events including; Back to School Night, Winter Music Program, CAASPP Testing Celebration, Talent Show/Art
PLANNED	Family Events scheduled to build school community	ACTUAL	Family events including; Back to School Night, Winter Music Program, CAASPP Testing Celebration, Talent Show/Art		

	Fair/Open House, and a Promotion Ceremony/Family Picnic were all implemented.
Expenditures	
BUDGETED	ESTIMATED ACTUAL
\$0	\$0

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.

Overall Goal 3 Parent Engagement and Participation was fully implemented.

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

High parent attendance rate at 5 school sponsored, family events, exceeding expected measurable outcomes. The 206-27 online parent survey had a 53% return with 100% of parents agreeing or strongly agreeing that they are satisfied with the education their child receives at Santa Clara.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

While there were no dollars budgeted for this goal, the District experienced significant participation at its family events.

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

After analysis of our data, metrics and overall effectiveness of the goal, the district has decided that Goal 3 will remain the same and the same actions and services will be implemented in 2017-18.

Stakeholder Engagement

LCAP Year

2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Parent Survey (May 2017)
Student Council Meetings (1/12/17, 5/11/17)
School Site Council Meetings (11/14/16, 1/17/17, 3/13/17, 5/16/17)
Staff Meetings (August 2016-ongoing/weekly) No Local Bargaining Units
School Board Meetings (August 2016-ongoing/monthly)
Public Hearing 5/17/17
Board Approval 6/14/17

IMPACT ON LCAP AND ANNUAL UPDATE

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

All District groups were noticed of LCAP and opportunities to provide input both at public meetings and in parent survey. Notices went out to students, parents, staff and administration by multiple means including email, newsletters, postings, SSC meetings, staff meetings, Student Council meetings and public School Board meetings. Stakeholders reviewed the data collected on the 2016-17 LCAP metrics and provided input through SSC meetings, staff meetings, Student Council meetings and parent survey. No concerns were noted that necessitated a response by the Superintendent. Due to stakeholder engagement and the analysis of the effectiveness of the 2016-17 LCAP, we have decided as a district to continue with the goals and actions/services through the 2017-18 school year.

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>	Increase Student Achievement		

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 X4 5 6 X7 X8
 COE 9 10
 LOCAL _____

Identified Need

Needs: Overall improvement of student achievement Metrics:
 1. Performance on standardized tests
 2. Performance on district tests
 3. Percent of English Learners Classified to Fluent English Proficient
 4. Percent of English Learners that become English Proficient

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. 69% of students overall districtwide, Met or Exceeded the Standard in	1. Baseline ELA/Literacy SBAC districtwide results for 2014-15 represent 61% meeting or exceeding the	1. Each year standard met or exceeded will increase percentage by 3%.	1. Each year standard met or exceeded will increase percentage by 3%.	1. Each year standard met or exceeded will increase percentage by 3%.

<p>ELA/Literacy and 75% of students overall districtwide, Met or Exceeded the Standard in Mathematics. 2015-16 SBAC districtwide results. Each year standard met or exceeded will increase percentage by 3%.</p>	<p>standard in ELA/Literacy and 64% meeting or exceeding the standard in Mathematics</p>			
<p>2. 85% of students will score proficient or above on district assessments.</p>	<p>2. 80% of students scored proficient or above on district assessments in 2015-16</p>	<p>2. 85% of students will score proficient or above on district assessments.</p>	<p>2. 85% of students will score proficient or above on district assessments.</p>	<p>2. 85% of students will score proficient or above on district assessments.</p>
<p>3. Maintain 100% fully credentialed teachers</p>	<p>3. 100% fully credentialed teachers in 2015-16</p>	<p>3. Maintain 100% fully credentialed teachers</p>	<p>3. Maintain 100% fully credentialed teachers</p>	<p>3. Maintain 100% fully credentialed teachers</p>
<p>4. Maintain FIT score of Good</p>	<p>4. FIT Score of Good in 2015-16</p>	<p>4. Maintain FIT score of Good</p>	<p>4. Maintain FIT score of Good</p>	<p>4. Maintain FIT score of Good</p>
<p>5. Maintain 100% access to standards-aligned instructional materials (adopted textbook programs or supplemental resources to provide CA State Standards instruction; CCSS, ELD, NGSS, ETC))</p>	<p>5. 100% access to standards-aligned instructional materials (adopted textbook programs or supplemental resources to provide CA State Standards instruction; CCSS, ELD, NGSS, ETC) in 2015-16</p>	<p>5. Maintain 100% access to standards-aligned instructional materials (adopted textbook programs or supplemental resources to provide CA State Standards instruction; CCSS, ELD, NGSS, ETC))</p>	<p>5. Maintain 100% access to standards-aligned instructional materials (adopted textbook programs or supplemental resources to provide CA State Standards instruction; CCSS, ELD, NGSS, ETC))</p>	<p>5. Maintain 100% access to standards-aligned instructional materials (adopted textbook programs or supplemental resources to provide CA State Standards instruction; CCSS, ELD, NGSS, ETC))</p>

6. 100% of teachers will align at least 75% of their instruction to the CA State Standards (CCSS, ELD, NGSS, ETC)	6. 100% of teachers aligned at least 75% of their instruction to the CA State Standards (CCSS, ELD, NGSS, ETC) in 2015-16	6. 100% of teachers will align at least 75% of their instruction to the CA State Standards (CCSS, ELD, NGSS, ETC)	6. 100% of teachers will align at least 75% of their instruction to the CA State Standards (CCSS, ELD, NGSS, ETC)	6. 100% of teachers will align at least 75% of their instruction to the CA State Standards (CCSS, ELD, NGSS, ETC)
7. Maintain 100% of student access and enrollment in all required areas of study	7. 100% of student access and enrollment in all required areas of study in 2015-16	7. Maintain 100% of student access and enrollment in all required areas of study	7. Maintain 100% of student access and enrollment in all required areas of study	7. Maintain 100% of student access and enrollment in all required areas of study
8. 40% of English Learners will be reclassified to Fluent English Proficient	8. 25% of English Learners were reclassified to Fluent English Proficient in 2015-16	8. 40% of English Learners will be reclassified to Fluent English Proficient	8. 40% of English Learners will be reclassified to Fluent English Proficient	8. 40% of English Learners will be reclassified to Fluent English Proficient
9. 85% of English Learners will become English Proficient	9. 75% of English Learners became English Proficient in 2015-16	9. 85% of English Learners will become English Proficient	9. 85% of English Learners will become English Proficient	9. 85% of English Learners will become English Proficient
10.API (N/A)	10.API (N/A)	10.API (N/A)	10.API (N/A)	10.API (N/A)
11. Broad course of study (N/A)	11. Broad course of study (N/A)	11. Broad course of study (N/A)	11. Broad course of study (N/A)	11. Broad course of study (N/A)
12. Broad course of study for unduplicated students, exceptional needs(N/A)	12. Broad course of study for unduplicated students, exceptional needs(N/A)	12. Broad course of study for unduplicated students, exceptional needs(N/A)	12. Broad course of study for unduplicated students, exceptional needs(N/A)	12. Broad course of study for unduplicated students, exceptional needs(N/A)
13. A-G (N/A)	13. A-G (N/A)	13. A-G (N/A)	13. A-G (N/A)	13. A-G (N/A)
14. EAP Rate (N/A)	14. EAP Rate (N/A)	14. EAP Rate (N/A)	14. EAP Rate (N/A)	14. EAP Rate (N/A)
15. AP Pass Rate (N/A)	15. AP Pass Rate (N/A)	15. AP Pass Rate (N/A)	15. AP Pass Rate (N/A)	15. AP Pass Rate (N/A)

[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 <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input 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
Purchase Common Core Aligned ELA Textbooks	Investigate NGSS	Investigate NGSS

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 14,407	Amount: \$0	Amount: \$0
Source: Restricted State	Source:	Source:
Budget Reference: Textbooks	Budget Reference:	Budget Reference:

Action **2**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> X Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> X Unchanged
Purchase common core aligned supplementary materials to support common core instruction	Purchase common core aligned supplementary materials to support common core instruction	Purchase common core aligned supplementary materials to support common core instruction

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 2,500	Amount: 2,500	Amount: 2,500
Source: Unrestricted	Source: Unrestricted	Source: Unrestricted
Budget Reference: Textbooks Materials and Supplies	Budget Reference: Textbooks Materials and Supplies	Budget Reference: Textbooks Materials and Supplies

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	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide Professional Development: common core, technology, best instructional practices, ELD and NGSS	Provide Professional Development: common core, technology, best instructional practices, ELD and NGSS	Provide Professional Development: common core, technology, best instructional practices, ELD and NGSS

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	2,400	Amount	2,400	Amount	2,400
Source	Unrestricted Restricted Federal	Source	Unrestricted Restricted Federal	Source	Unrestricted Restricted Federal
Budget Reference	Certificated Salaries and Benefits Travel and	Budget Reference	Certificated Salaries and Benefits Travel and	Budget Reference	Certificated Salaries and Benefits Travel and Conferences

Conferences

Conferences

Action 4

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

<u>Students to be Served</u>	All	<input type="checkbox"/> Students with Disabilities	X [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>	X English Learners	X Foster Youth	X Low Income
<u>Scope of Services</u>	X LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	X 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
Provide additional intervention/acceleration to students in the following subgroups: Low income, English learner/Redesignated Fluent English learner, Foster Youth	Provide additional intervention/acceleration to students in the following subgroups: Low income, English learner/Redesignated Fluent English learner, Foster Youth	

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 37,000	Amount: 37,000	Amount: 37,000
Source: Unrestricted Restricted Federal	Source: Unrestricted Restricted Federal	Source: Unrestricted Restricted Federal
Budget: Classified Salaries and	Budget: Classified Salaries	Budget: Classified Salaries and Benefits

Referen
ce

Benefits
Materials and Supplies

Referenc
e

and Benefits
Materials and
Supplies

Referenc
e

Materials and Supplies

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
Goal 2	Increase Student Engagement

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

Needs: Overall improvement of student engagement and attitude toward learning
 1.Student survey results: 85% of students surveyed will indicate positive attitudes toward school

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.Attendance rates: Maintain 98%	1.Attendance rates: 98% in 2015-16	1.Attendance rates: Maintain 98%	1.Attendance rates: Maintain 98%	1.Attendance rates: Maintain 98%
2.Suspension/Expulsion/Drop Out rates:Maintain 0%	2.Suspension/Expulsion/Drop Out rates: 0% in 2015-16	2.Suspension/Expulsion/Drop Out rates:Maintain 0%	2.Suspension/Expulsion/Drop Out rates:Maintain 0%	2.Suspension/Expulsion/Drop Out rates:Maintain 0%

3.Student survey results: 85% of students surveyed will indicate positive attitudes toward school	3. No Baseline Data	3.Student survey results: 85% of students surveyed will indicate positive attitudes toward school	3.Student survey results: 85% of students surveyed will indicate positive attitudes toward school	3.Student survey results: 85% of students surveyed will indicate positive attitudes toward school
4.Chronic absenteeism: Maintain 0%	4.Chronic absenteeism: 0% in 2015-16	4.Chronic absenteeism: Maintain 0%	4.Chronic absenteeism: Maintain 0%	4.Chronic absenteeism: Maintain 0%
5.Middle School Dropout Rate (N/A)	5.Middle School Dropout Rate (N/A)	5.Middle School Dropout Rate (N/A)	5.Middle School Dropout Rate (N/A)	5.Middle School Dropout Rate (N/A)
6.High School Dropout Rate (N/A)	6.High School Dropout Rate (N/A)	6.High School Dropout Rate (N/A)	6.High School Dropout Rate (N/A)	6.High School Dropout Rate (N/A)
7.High School Graduation Rate (N/A)	7.High School Graduation Rate (N/A)	7.High School Graduation Rate (N/A)	7.High School Graduation Rate (N/A)	7.High School Graduation Rate (N/A)

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"/> <u>[Specific Student Group(s)]</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

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Involve students in community service projects	Involve students in community service projects	Involve students in community service projects

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	500	Amount	500	Amount	500
Source	Unrestricted	Source	Unrestricted	Source	Unrestricted
Budget Reference	Materials and Supplies	Budget Reference	Materials and Supplies	Budget Reference	Materials and Supplies

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> [Specific Student Group(s)] _____	
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____
	<input type="checkbox"/> Specific Grade spans: _____	

OR

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input 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
Involve students in school field trips and assemblies based on Science and Social Science Standards	Involve students in school field trips and assemblies based on Science and Social Science Standards	Involve students in school field trips and assemblies based on Science and Social Science Standards

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 2,500	Amount: 2,500	Amount: 2,500
Source: Unrestricted	Source: Unrestricted	Source: Unrestricted
Budget Reference: Professional Services	Budget Reference: Professional Services	Budget Reference: Professional Services

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	X [Specific Student Group(s)] _____	
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____
	<input type="checkbox"/> Specific Grade spans: _____	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
<u>Students to be Served</u>	<input type="checkbox"/> English Learners	X Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	X LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	X 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
Create a liaison for Foster Youth to ensure immediate enrollment and smooth transition	Create a liaison for Foster Youth to ensure immediate enrollment and smooth transition	Create a liaison for Foster Youth to ensure immediate enrollment and smooth transition

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
0	0	0
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference

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
Goal 3	Increase Parent Engagement and Participation

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Needs: Overall improvement of parent engagement and participation
 1. Parent Participation rates at school sponsored events
 2. Parent Participation rates in parent survey

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Parent participation in school sponsored events, as measured by sign in sheets	1. 81% parent participation in school sponsored events, established baseline measured by the 2016-17 results	1. Maintain or increase at least 81% Parent Participation rates at school sponsored events, as measured by sign in sheets	1. Maintain or increase at least 81% Parent Participation rates at school sponsored events, as measured by sign in sheets	1. Maintain or increase at least 81% Parent Participation rates at school sponsored events, as measured by sign in sheets
2. Online survey to obtain input from parents/guardians	2. 53% online survey return, established baseline measured by the 2016-17	2. Maintain or increase at least 53% online survey return, as measured by online survey	2. Maintain or increase at least 53% online survey return, as measured by online survey	2. Maintain or increase at least 53% online survey return, as measured by online survey

	results	results	results	results
--	---------	---------	---------	---------

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 <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input 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
Family Events scheduled to build school community	Family Events scheduled to build school community	Family Events scheduled to build school community

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$0	Amount: \$0	Amount: \$0
Source:	Source:	Source:

Budget
Reference

Budget
Reference

Budget
Reference

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 13,166

Percentage to Increase or Improve Services:

2.74 %

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](#)).

Santa Clara has 15.38% unduplicated pupils in the LCFF subgroups. In the school year 2017-18, the Supplemental/Concentration funding will be about \$13,166. The funds expended from the Supplemental/Concentration funding sources align with the goals of the LCAP. Actual costs to support Goals 1 and 2 for unduplicated students exceed additional funding for these student subgroups. Funds are to assist in the purchase of intervention/acceleration materials (Mattos 2008) and services and to pay for services to promote student and parent engagement (Bradshaw 2009). The school will provide access to parents after school hours to use technology. Instructional aides will be used to provide services to unduplicated students.

Funds are principally directed in Goal 1-Action 4, and Goal 2-Action 3 to students in the subgroups they help to increase academic achievement by increasing their time and access to intervention/acceleration materials and services and their parents' access to technology. By improving student and parent engagement in the school community, student and parents will increase their understanding of what proficient student achievement is and how to obtain proficiency. Services for student within the subgroups will be increased or improve by about 2.74%, compared to all students. The expenditures for the subgroups meet or exceed the 2.74% threshold.

The
End

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/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total

- budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is

submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the

California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

- A. School attendance rates;
- B. Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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

