

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Outside Creek Elementary		
Contact Name and Title	Derrick Bravo Superintendent	Email and Phone	dbravo@outsidecreek.org (559) 747-0710

2017-20 Plan Summary

THE STORY

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

Outside Creek School serves a rural K-8 community. More than 80% of the students qualify for free or reduced lunch. Outside Creek School has five classrooms: TK/K/1, 2/3, 4/5, 6/7, and 8. Each classroom has a teacher and shares three aides. The school offers a during-school sports program. The current ADA is 116 students.

LCAP HIGHLIGHTS

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

The key features of the 2017-2018 LCAP is the hiring of three instructional aides to serve in grades K-8. Another key feature was the purchase of 20 laptops. The purchase of the laptops enable students in grades 3-8 to complete the CAASPP testing online on site. In years past, the LEA brought students to another site to complete the testing.

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

Outside Creek's greatest progress is providing modern laptops and the technological infrastructure for the students to simultaneously complete the Smarter Balance Assessments. The LEA will continue to progress technologically with more devices and infrastructure upgrades. Another great progress is the 10% DIBELS fluency benchmark growth, which is currently at 61% DIBELS fluency benchmark rate for students K-7.

2017

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

Outside Creek's greatest need is to improve student achievement in Mathematics. According to the California School Dashboard, and 2016 Smarter Balanced Summative Assessments, our students are in the Red on the Mathematics Academic Indicator. While some factors are beyond our control in regards to improving math achievement, the LEA will provide three instructional aides who will assist students in developing math skills.

Another need for Outside Creek is in implementing an attendance program to increase and maintain the attendance rate. The steps the LEA continues to implement are to provide a Family Services Worker who also reviews attendance on a weekly basis.

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

Outside Creek has no student performance gaps.

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.

Outside Creek School will continue to provide 2-3 instructional aides, which specifically assist low-income students, English learners, and foster youth. Additionally, the school will continue to provide a reading software for these particular students. The school will provide modern technology and access to the internet, which is valuable in the rural community where internet access is rare.

BUDGET SUMMARY

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$1,119,133

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

\$175,438

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.

The General Fund Budget Expenditures specified for the LCAP year not included in the LCAP include wages and benefits (if applicable) for five teachers, a secretary, a cook, a maintenance person, a business manager, and a bus driver.

\$ 1,042,251

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

<h2 style="margin: 0;">Goal 1</h2>	<p>All students will read at or above grade level according to local and state assessments, including assessments aligned with CCSS</p>
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State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

<ol style="list-style-type: none"> 1. 3% growth ELA proficiency according to California Smarter Balance Assessment 2. 8th grade students who are proficient on CCSS assessments (7th grade) to be placed in Advanced English high school class (Goal: 40% of students). 3. 3% expected growth on DIBELS 4. 3% expected growth on district reading assessment (i.e. STAR) 5. Maintain or exceed 30% reclassification rate 6. Maintain 100% rate of teachers appropriately assigned 	<ol style="list-style-type: none"> 1. 6% ELA proficiency according to California Smarter Balance 2. 46% of 8th grade students were placed in Advanced English for high school. 3. 10% DIBELS growth. 61% of all students K-7 read at grade level fluency benchmark. 61% demonstrates substantial growth. 4. -3% growth according to local reading assessment (24%). 5. 16% of ELL students were reclassified during the 16-17 school year 6. 100% of teachers are appropriately assigned.
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ACTIONS / SERVICES

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

Action **1**

Actions/Services

PLANNED
 The district will provide 2-3 instructional aides to support all students in K-3 and meet with small groups in grades 4-8 including ELLs to ensure state-adopted standards are met. This action will include maintaining and improving the reclassification rate.

ACTUAL
 Outside Creek School provided 3 instructional aides to support all students. During the year, one instructional aide was needed to serve as a substitute teacher in grades 4/5. Therefore, although the district had 3 instructional aides, in practicality only 2 were used as instructional aides

Expenditures

BUDGETED
 Salaries & Benefits 59,000 LCFF S/C
 Salaries & Benefits 25,000 Title I

ESTIMATED ACTUAL
 Salaries & Benefits 59,000 LCFF S/C
 Salaries & Benefits 25,000 Title I

Action

2

Actions/Services

PLANNED
 The school will purchase a reading software program (i.e. Accelerated Reader/STAR, Lexia) to address the reading needs of all students including English Learners.

ACTUAL
 The school implemented the Lexia Core reading software mainly in grades 2 and 3. Accelerated Reader was not provided due to the academic infrastructure not being implemented by staff.

Expenditures

BUDGETED
 Instructional Supplies 10,000 LCFF S/C

ESTIMATED ACTUAL
 Instructional Supplies 2,000 LCFF S/C

Goal 1

ANALYSIS

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

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

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

All actions were implemented but not to the extent as planned. The Accelerated Reader program was not provided due to lack of implementation. The Lexia program was provided. Three instructional aides were provided, yet one aide was used as a substitute teacher for most of the year. See actions above for details.

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

The instructional aides continue to support students. The students who worked with the aides in reading, maintained or increased their reading fluency. In Grade 4, the aide focused on providing math support. The students increased their math proficiency on local assessments. Students who used Lexia Core reading moved through various levels demonstrating progress. 16% of ELL students were reclassified during the 16-17 school year. 61% of all students K-7 read at grade level fluency benchmark. 61% demonstrates substantial growth. 46% of 8th grade students were placed in Advanced English for high school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material difference involved the reading software. Since Lexia software was a renewal, the purchase price was lower than expected. Accelerated Reader was not used this year.

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.

Accelerated Reader, including the STAR assessment, was not provided due to the academic infrastructure not being implemented by staff. Instead of the STAR assessment, the staff used local reading assessments.

Goals 1 and 2 will be combined starting in 2017-18.

Goal 2

Develop and implement CCSS delivered to the students by appropriately qualified teachers, increase student achievement in CCSS ELA and Math, and provide access to a broad course of study, including field trips, music, and PE.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. The school will implement 90% of CCSS/ELD aligned curriculum/materials in the classroom
2. 3% ELA Smarter Balance and Math Smarter Balance proficiency growth
3. Maintain 100% appropriately assigned teachers
4. Provide each class access to a field trip

ACTUAL

1. The school met the goal of 80% CCSS implementation as measured by curriculum and observations
2. 6% ELA proficiency growth (18%), 2% Math proficiency growth (16%) on Smarter Balance assessment
3. The school met 100% appropriately assigned teachers.
4. The school provided each class with access to a field: K-3 Fresno Zoo; 6th Scicon; 4-7 Monterey Bay Aquarium/Mission; 8th Hearst Castle, San Francisco.

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED

The school will provide after-school tutoring and instruction over holiday break in ELA and Math to students who are identified in need of intervention, including ELLs.

ACTUAL

The school provided after-school tutoring session for Fall and Spring. Students from grades 2 and 3 enrolled in the after-school tutoring sessions. Students received intervention in Math and ELA.

Expenditures	BUDGETED	Salaries & Benefits 5,000 LCFF S/C	ESTIMATED ACTUAL	Salaries & Benefits 5,000 LCFF S/C
		Instructional Materials 1,000 LCFF S/C		Instructional Materials 1,000 LCFF S/C

Action **2**

Actions/Services	PLANNED	The school will provide professional development to the certificated staff and administration in CCSS ELA and Math.	ACTUAL	The school provided professional development in CCSS ELA scoring, CCSS Writing, and CCSS Math.
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Expenditures	BUDGETED	Training, Mileage, Sub Pay 3,000 LCFF S/C	ESTIMATED ACTUAL	Training, Mileage, Sub Pay 3,000 LCFF S/C
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Action **3**

Actions/Services	PLANNED	The school will provide the teachers with curriculum that support the Common Core standards.	ACTUAL	The school adopted curriculum to support the Common Core standards. Engage NY Math, CPM Math, Teachers Pay Teachers, Social Studies Magazine, and Lucy Caulkins Writing Program was implemented.
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Expenditures	BUDGETED	Supplemental Materials 2,000 LCFF S/C	ESTIMATED ACTUAL	Supplemental Materials 2,000 LCFF S/C
		Textbooks 8,000 LCFF S/C		Textbooks 8,000 LCFF S/C

Action **4**

Actions/Services	PLANNED	The school will provide Summer School to all students who are identified in need of interventions, including ELLs.	ACTUAL	The school provided Summer School as described in the LCAP.
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Expenditures	BUDGETED	Salaries 7,000 LCFF S/C	ESTIMATED ACTUAL	Salaries 7,000 LCFF S/C
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Action

5

Actions/Services

PLANNED
The school will provide access to a board course of study, including a field trip for each class, music, and PE programs.

ACTUAL
The school provided field trips to Monterey Bay Aquarium, Scicon, Grizzlies Baseball, Hearst Castle, Fresno Zoo, Cal Poly University, Stanford University, batting cages, and Rawhide baseball

Expenditures

BUDGETED
Supplies & Transportation 4,000 LCFF S/C

BUDGETED
Supplies & Transportation 4,000 LCFF S/C

Goal 2

ANALYSIS

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

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

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

The actions/services were implemented. The school provided after-school tutoring through one teacher. The school did not offer tutoring over holiday breaks. The extent of after-school tutoring is dependent on the staff's willingness to provide the tutoring. Since the teacher who provided after-school tutoring was the 2/3 grade teacher, the students who attended tutoring were mainly 2nd and 3rd graders. See above for details.

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

One teacher provided after-school tutoring with a focus on the 2nd and 3rd grade students. Students made gains according to Lexia Reading. Summer school was provided effectively. The broad course of study included field trips which brought a sense of enjoyment, community, and learning beyond the classroom.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences.

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

Goals 1 and 2 will be combined starting in 2017-18. It is unlikely the school will provide tutoring over holiday breaks due to no staff available to offer the tutoring.

Goal 3

All students, including subgroups, will have modern technology (laptops or computers) and reliable internet connection throughout the school.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. The school will have 50 modern laptops for students to complete online assessments
2. The school will have the technological capacity to complete CAASPP testing on school site consistently
3. The school will maintain consistent internet access for CCSS tools and assessments
4. The school will have functioning projectors and document cameras for classroom instruction

ACTUAL

1. The school has 60 modern laptops for student use.
2. The school currently has the technological capacity.
3. The school maintains consistent internet.
4. The school has functioning projectors and document cameras.

ACTIONS / SERVICES

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

Action **1**

Actions/Services

PLANNED

The school will update network infrastructure, and internet service and connections, including a modern ASA, routers, and switches.

ACTUAL

The school provided the network infrastructure necessary for daily internet uses.

Expenditures	BUDGETED	ESTIMATED ACTUAL
	\$4,600 LCFF S/C (\$2,400 Vast, \$1,200 TCOE, \$1,000 hardware)	\$4,600 LCFF S/C (\$2,400 Vast, \$1,200 TCOE, \$1,000 hardware)

Action **2**

Actions/Services	PLANNED	ACTUAL
	The school will provide technology maintenance support, including personnel to troubleshoot network and computers to all students and staff	The school provided in-house technological maintenance and inquired about troubleshooting service.

Expenditures	BUDGETED	ESTIMATED ACTUAL
	Salary & Benefits 1,000 LCFF S/C	Salary & Benefits 1,000 LCFF S/C

Action **3**

Actions/Services	PLANNED	ACTUAL
	The school will purchase 20 more laptops, software, and mobile cars for student access to the internet.	The school purchased 30 new laptops.

Expenditures	BUDGETED	ESTIMATED ACTUAL
	\$18,000 LCFF S/C (\$15,000 laptops, \$2,000 mobile cart, \$1,000 software)	\$18,000 LCFF S/C (\$14,000 laptops, \$3,000 mobile cart, \$1,000 software)

Action **4**

Actions/Services	PLANNED	ACTUAL
	The school will provide functioning projectors and document cameras for classroom instruction.	The school provided functioning projectors and document cameras for classroom instruction.

Expenditures	BUDGETED	ESTIMATED ACTUAL
	Supplies \$500 LCFF S/C	Supplies \$500 LCFF S/C

Goal 3

ANALYSIS

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

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

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

The school achieved the actions/services stated.

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

100% of the students reliably used the internet on a daily basis.
5% of the laptops needed troubleshooting.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

2 laptops carts were purchased resulted in an estimated expense of \$3000. 10 ereaders and 2 tablets were also purchased. There is no material difference in the total cost of \$18,000.

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

The goal was for the school to have 50 modern laptops. The school currently has 65 modern laptops for the students. No material changes to the goal.

Goals 3 and 6 will be combined starting in 2017-18.

Goal 4

Outside Creek will provide families with support, opportunities to participate in school activities and ensure parental behavior is conducive to school learning and school achievement.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Parent (Including parents of unduplicated and special needs students) conferences attendance will be at least 96%.
2. Outside Creek will have at least 90% visitor sign-ins. Parents' behavior will be conducive to school learning environment.

ACTUAL

1. 95% of families attended Q1 conferences. 80% of families attended Q3 conferences (Including parents of unduplicated and special needs students).
2. Outside Creek had at least 90% visitor sign-ins. Parents' behavior was conducive to school learning environment. One parent incident disrupted the learning environment.

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED

The school will provide parent-student events to address and develop the value of school attendance.

ACTUAL

The school provided parent-student events such as the Fall Festival, the Christmas Program, Fine Arts Night, and Quarter-a-Scoop to address and develop the value of school attendance.

Expenditures	BUDGETED	Instructional Supplies	\$400	LCFF S/C	ESTIMATED ACTUAL	Instructional Supplies	\$400	LCFF S/C

Action **2**

Actions/Services	PLANNED	The school will provide a family services worker, who will communicate to parents regarding school learning, and educational support (parent classes), and home visits.			ACTUAL	The school provided a family services worker, who communicated to parents regarding school learning, and educational support (parent classes), and home visits.		

Expenditures	BUDGETED	Salary & Benefits	\$6,000	LCFF S/C	ESTIMATED ACTUAL	Salary & Benefits	\$6,000	LCFF S/C

Goal 4

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.

Outside Creek sent home reminder notes for parent conferences and school events. In addition, the school made notes on the outside marquee. Outside Creek also closed the campus during school hours, enabling the school to monitor visitors on campus.

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

It is estimated that Outside Creek achieved the goal of 90% visitor sign-ins. Some visitors before school and after school did not sign in, but during school hours, the visitor sign-in rate appeared to be over 90%. There was one parent incident that disrupted the school environment. This event occurred while the campus was open due to a sports game.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None.

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.

Goals 4 and 5 will be combined starting in 2017-18. There are no additional changes.

Goal 5

Outside Creek School believes student achievement is influenced by a student's attendance and behavior. Therefore, the school will focus efforts to maintain or increase student attendance, and a positive and safe school climate.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Outside Creek's expected growth of 1% attendance rate (95% to 96%)
2. Outside Creek will have less than 20% of students being truant
3. Maintain 0% middle school dropout rate
4. Maintain 5% or less suspension rate
5. Maintain 2% or less expulsion rate

ACTUAL

1. The school P-2 attendance rate is 94.5%.
2. 25% (29/116) truant,
3. 0% middle school dropout rate maintained.
4. 5% of students were suspended (1 student had 2 suspensions)
5. 0% expulsion rate.

ACTIONS / SERVICES

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

Action **1**

Actions/Services

PLANNED

The school will provide Family Services worker who will identify truant students, handle the truancy reporting process, and communicate with families of truant students.

ACTUAL

Outside Creek contracted a Family Services worker who identified truant students.

Expenditures

BUDGETED		
Salary & Benefits	\$2,000	LCFF S/C

ESTIMATED ACTUAL		
Salary & Benefits	\$2,000	LCFF S/C

Goal 5

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.

Outside Creek contracted a Family Services worker who identified truant students.

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

Identifying truant students and communicating to the families the consequences of truancy seemed to have little effect on the attendance rates of the students, although it is hypothetical on what the attendance rate would have been if the truant students had not been identified. There seems to be little consequences to parents of truant students. The school P-2 attendance rate is 94.5%. The school did not meet the 96% attendance rate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None.

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.

Goals 4 and 5 will be combined starting in 2017-18. There are no additional changes.

Goal 6

The school facilities are maintained in good repair pursuant to Education Code section 17002

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

The facilities mentioned in the actions will be in "good repair" according to evaluation by maintenance director and superintendent

ACTUAL

The facilities mentioned are in "good repair" according to the FIT report. FIT reports shows "exemplary" school rating.

ACTIONS / SERVICES

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

Action **1**

Actions/Services	<p>PLANNED</p> <p>The school will provide tree maintenance to prevent branches from being a hazard.</p>	<p>ACTUAL</p> <p>The school provided tree maintenance in-house. The school determined once every two years for professional mulberry tree maintenance. The school has not yet contracted to trim the pine trees.</p>
	<p>BUDGETED</p> <p>Repairs \$8,000 LCFF S/C</p>	<p>ESTIMATED ACTUAL</p> <p>Repairs \$8000 LCFF S/C</p>
Expenditures		

Action **2**

Actions/Services

PLANNED
 The school will install a gate fence to provide vehicle access to school-event parking. This access will prevent damage to basketball courts and volleyball courts.

ACTUAL
 The school installed a gate fence to provide vehicle access to school-event parking. This access prevented damage to basketball courts and volleyball courts.

Expenditures

BUDGETED
 Facilities \$4,000 LCFF S/C

ESTIMATED ACTUAL
 Facilities \$4,000 LCFF S/C

Action **3**

Actions/Services

PLANNED
 The school will repair the playground structure from cracks, deterioration, and fill the playground with safe floor material.

ACTUAL
 The school has maintained the playground structure. Professionals suggest purchasing a brand new playground instead of repairing the current one. The school is currently inquiring about a new playground.

Expenditures

BUDGETED
 Facilities \$9,000 LCFF S/C

ESTIMATED ACTUAL
 Facilities \$9,000 LCFF S/C

Action **4**

Actions/Services

PLANNED
 The school will update the restroom faucets, bathroom door, and walls.

ACTUAL
 The school maintained the restroom faucets. The school inquired about installing a bathroom door, yet has been unable to contract a person who is able to install a door. The school will inquire further this summer into installing a bathroom door.

Expenditures

BUDGETED
 Facilities \$5,019 LCFF S/C

ESTIMATED ACTUAL
 Facilities \$5,019 LCFF S/C

Action **5**

Actions/Services	<p>PLANNED The school will repair and reseal the school buildings' roofs.</p>	<p>ACTUAL The school repair the buildings' roofs as needed. The school has yet to reseal the school buildings' roofs.</p>
Expenditures	<p>BUDGETED Facilities \$3,000 LCFF S/C</p>	<p>ESTIMATED ACTUAL Facilities \$3,000 LCFF S/C</p>

Action **6**

Actions/Services	<p>PLANNED The school buildings will be repainted to look presentable to the students and community.</p>	<p>ACTUAL The lower half of the school buildings were repainted, along with the support columns. The school looks presentable to the students and community. The school is considering further painting this summer, including the marquee.</p>
Expenditures	<p>BUDGETED Facilities \$5,000 LCFF S/C</p>	<p>ESTIMATED ACTUAL Facilities \$5,000 LCFF S/C</p>

Action **7**

Actions/Services	<p>PLANNED The school will install new electrical plugs in the buildings as needed.</p>	<p>ACTUAL The school repaired the electrical wires for the outside school building lights. The school is looking to install a new electrical plug in Room 1, yet the electrician has been unavailable.</p>
Expenditures	<p>BUDGETED Repairs \$2,000 LCFF S/C</p>	<p>ESTIMATED ACTUAL Repairs \$2,000 LCFF S/C</p>

Action **8**

Actions/Services	<p>PLANNED The school will repair the cafeteria, including portions of the floor and the baseboards.</p>	<p>ACTUAL The school repaired the cafeteria baseboards. The school stripped and waxed the cafeteria floor and will plan on doing so again this summer.</p>
Expenditures	<p>BUDGETED Facilities \$4,000 LCFF S/C</p>	<p>ESTIMATED ACTUAL Facilities \$1,000 LCFF S/C</p>

Action **9**

Actions/Services	<p>PLANNED The school will repair and repaint the basketball and four square courts.</p>	<p>ACTUAL The school repainted the basketball court poles and backboards. The school had a logo painted on the basketball court.</p>
Expenditures	<p>BUDGETED Repairs \$4,000 LCFF S/C</p>	<p>ESTIMATED ACTUAL Repairs \$4,000 LCFF S/C</p>

Goal 6

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.

Outside Creek school implemented the following actions: Tree maintenance, gate installation, restroom maintenance, school repainting, cafeteria maintenance.

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

Outside Creek school repainted the basketball poles and backboards which was successful. A new gate was installed near the football field. The gate has been functioning properly. The other repairs and maintenance has been successful.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None.

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

The school fixed an unexpected electrical issue, which will go under the action "install new electrical plugs". The school continues to look for a reliable electrician. The basketball courts have not been resurfaced due to the inability to find multiple companies to give a quote. The school decided to prune the mulberry trees every two years which appears to be sufficient.

Goals 3 and 6 will be combined starting in 2017-18. Actions will also be consolidated to offer flexibility with facility repairs.

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?

1. Outside Creek School outlined a plan to actively involve the stakeholders in the development of the Local Control Accountability Plan (LCAP). The involvement included but was not limited to:
 - Parent--Community Informal Surveys (Spring 2017)
 - Parent Conferences in both English and Spanish (Fall 2016, Spring 2017)
 - Students Informal Surveys performed by Staff (2016-2017)
 - Classified and Certified Staff Informal Surveys (Spring 2017)
 - Family Services Informal Survey (Spring 2017)
 - Outside Creek Board Meetings (March 8, 2017; April 5, 2017; May 4, 2017)
 - Parent and Staff Survey (May 26, 2017)
 - Tulare County Office of Education Superintendent Meetings (2016-17)
 - Tulare County Office of Education Business Manager Meetings (2016-17)
2. Outside Creek School made the following information available to stakeholders:
 - Data
 - CAASPP for all groups--3 years
 - CELDT results
 - Reclassification Rates
 - Suspension and Expulsion Rates
 - Accelerated Reader Levels
 - DIBELS Results
 - K-1 Assessment Levels
 - Report Cards (to parents/legal guardians)
 - Resource
 - School Safety Plan
 - Staff Meeting: Discussed the 16-17 LCAP and staff members made suggestions
 - Staff Survey
 - Parent Survey
 - Board Meeting

Outside Creek determined that the methods used to communicate to stakeholders have been effective. Outside Creek will continue to involve stakeholders using these methods.

IMPACT ON LCAP AND ANNUAL UPDATE

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

Involved stakeholders provided input and as a result, it has been determined our efforts should be focused on the following state priorities:

1. Pupil Achievement (Priority 4)
2. Other Pupil Outcomes (Priority 8)
3. Pupil Engagement (Priority 5)

Outside Creek will focus our resources on ELL progress and Math achievement. Laptops will be purchased and internet accessibility will be maintained to provide our students with enhanced computer literacy. Because the standardized testing is completed on the computers, computer literacy could provide our students with opportunity to increase achievement.

In discussion with Tulare County Office of Education, it was recommended goals be consolidated to have a more concise plan. This change was made and presented to stakeholders.

1. Develop and implement CCSS delivered to the students by appropriately qualified teachers, increase student achievement in CCSS ELA and Math, and provide access to a broad course of study, including field trips, music, and PE. (Consolidated goals 1 and 2)
2. The school facilities will be maintained in good repair and all students will have modern technology including reliable internet connection throughout the school. (Consolidated goals 3 and 6)
3. Through a positive and safe school climate, Outside Creek will provide students and their families with support and opportunities to participate positively in a variety of school activities.

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.

New Modified Unchanged

Goal 1

Develop and implement CCSS delivered to the students by appropriately qualified teachers, increase student achievement in CCSS ELA and Math, and provide access to a broad course of study, including field trips, music, and PE.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

Outside Creek's staff need to continue to grow in their understanding and implementation of the CCSS. Performance on the California School Dashboard indicates Math as a primary area of growth.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ELA proficiency according to California Smarter Balance Assessment	64.5 points below level 3 (2016)	44.5 points below level 3 (2017)	30 points below level 3 (2018)	15 points below level 3 (2019)
Math proficiency according to California Smarter Balance Assessment	102.8 points below level 3 (2016)	82 points below level 3 (2017)	67 points below level 3 (2018)	52 points below level 3 (2019)
8th grade students who are proficient on CCSS assessments (8th grade) to be placed in Advanced English HS class	46% of 8 th grade students (2016/17)	40% of 8 th grade students	40% of 8 th grade students	40% of 8 th grade students

DIBELS	61% of all students K-7 read at grade level fluency benchmark (2016/17).	2% Growth	2% Growth	Maintain 65% benchmark
District reading assessment (local)	24% (28/116) at proficient	2% Growth	2% Growth	2% Growth
Reclassification rate	16% of ELL students (2016-17)	Maintain or exceed 20%	Maintain or exceed 20%	Maintain or exceed 20%
CCSS aligned curriculum/materials in the classroom	School implements 90%	School implements 100%	School implements 100%	School implements 100%
Appropriately assigned teachers	100% of teachers are appropriately assigned (2016/17)	Maintain 100%	Maintain 100%	Maintain 100%
Provide each student, including unduplicated and exceptional needs students, access to a field trip	All students had the opportunity to attend a field trip. (2016/17)	Once per year for all students	Once per year for all students	Once per year for all students
All staff will be provided with CCSS/ELD professional development throughout the year as needed	All instructional staff (2016/17)	All instructional staff	All instructional staff	All instructional staff
% of ELs making progress towards proficiency	57% of ELLs gained a level.	60% of ELLs gain a level.	60% of ELLs gain a level.	60% of ELLs gain a level.

PLANNED ACTIONS / SERVICES

Action **1**

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

Students to be Served

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

The district will provide 2-3 instructional aides to support all students, including ELLs, to ensure state-adopted standards are met. This action will include maintaining and improving the reclassification rate.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

1) \$59,000
2) \$25,000

Amount

1) \$61,000
2) \$27,000

Amount

1) \$63,000
2) \$28,000

Source

1) LCFF S/C
2) Title I

Source

1) LCFF S/C
2) Title I

Source

1) LCFF S/C
2) Title I

Budget Reference

Salaries & Benefits

Budget Reference

Salaries & Benefits

Budget Reference

Salaries & Benefits

Action **2**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input 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
The school will purchase a reading software program (i.e. Lexia, STAR) to address the reading needs of all students including English Learners.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$8,000	Amount \$8,000	Amount \$8,000
Source LCFF S/C	Source LCFF S/C	Source LCFF S/C
Budget Reference Instructional Supplies	Budget Reference Instructional Supplies	Budget Reference Instructional 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 type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The school will provide after-school tutoring in ELA and Math to students who are identified in need of intervention, including ELLs.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount 1) \$5,000 2) \$1,000	Amount 1) \$5,500 2) \$1,000	Amount 1) \$6,000 2) \$1,000
Source LCFF S/C	Source LCFF S/C	Source LCFF S/C
Budget Reference 1) Salaries & Benefits 2) Instructional Materials	Budget Reference 1) Salaries & Benefits 2) Instructional Materials	Budget Reference 1) Salaries & Benefits 2) Instructional Materials

Action **4**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

The school will provide professional development to the instructional staff and administration in CCSS Subjects.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$3,500

Amount \$3,500

Amount \$3,500

Source LCFF S/C

Source LCFF S/C

Source LCFF S/C

Budget Reference Operating Expenses

Budget Reference Operating Expenses

Budget Reference Operating Expenses

Action **5**

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

Students to be Served

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

The school will provide the teachers with curriculum that support the Common Core standards.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

\$13,000

Amount

\$13,000

Amount

\$13,000

Source

LCFF S/C

Source

LCFF S/C

Source

LCFF S/C

Budget Reference

Textbooks and Supplies

Budget Reference

Textbooks and Supplies

Budget Reference

Textbooks and Supplies

Action **6**

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

Students to be Served

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

The school will provide Summer School to all students who are identified in need of interventions, including ELLs.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

\$7,000

Amount

\$7,000

Amount

\$7,000

Source

LCFF S/C

Source

LCFF S/C

Source

LCFF S/C

Budget Reference

Salaries & Benefits

Budget Reference

Salaries & Benefits

Budget Reference

Salaries & Benefits

Action **7**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
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The school will provide access to a broad course of study, including a field trip for each class, music, and PE programs.		
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BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$4,000	Amount	\$4,000	Amount	\$4,000
Source	LCFF S/C	Source	LCFF S/C	Source	LCFF S/C
Budget Reference	Materials & Supplies	Budget Reference	Materials & Supplies	Budget Reference	Materials & Supplies

New

Modified

Unchanged

Goal 2

The school facilities will be maintained in good repair and all students will have modern technology including reliable internet connection throughout the school.

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

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

[Identified Need](#)

Outside Creek has an aging facility without modern technology infrastructure. In addition to facility upgrades, technology upgrades are necessary to keep up with state assessment requirements.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Modern laptops for students to complete online assessments	55 modern laptops	80 modern laptops	100 modern laptops	115 modern laptops
Technological capacity	75% capacity for online testing	100% capacity for online testing	100% capacity for online testing	100% capacity for online testing
Internet access Consistency	Consistent	Consistent	Consistent	Consistent
Facilities will be maintained in "good" repair according to district FIT report.	Good in all categories/Overall Exemplary	Maintain "Good" in all categories	Maintain "Good" in all categories	Maintain "Good" in all categories

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The school will update network infrastructure, and internet service and connections, including a modern ASA, routers, and switches.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$5,600	Amount: \$5,600	Amount: \$5,600
Source: LCFF S/C	Source: LCFF S/C	Source: LCFF S/C
Budget Reference: Contracted Services	Budget Reference: Contracted Services	Budget Reference: Contracted Services

Action **2**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

The school will provide technology maintenance support, including personnel, to troubleshoot network and computers to all students and staff.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$3,000

Amount \$3,000

Amount \$3,000

Source LCFF S/C

Source LCFF S/C

Source LCFF S/C

Budget Reference Salaries & Benefits

Budget Reference Salaries & Benefits

Budget Reference Salaries & Benefits

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The school will purchase 20 more laptops, software, and mobile carts for student access to the internet		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$18,000	Amount: \$18,000	Amount: \$18,000
Source: LCFF S/C	Source: LCFF S/C	Source: LCFF S/C
Budget Reference: Materials & Supplies	Budget Reference: Materials & Supplies	Budget Reference: Materials & Supplies

Action **4**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The school maintain the facilities in good repair, as needed, including but not limited to: <ul style="list-style-type: none"> • Tree Maintenance • Playground Structure Repairs • Floors and Baseboards • Resealing the Roofs • Repainting Buildings 		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$14,938	Amount: \$33,521	Amount: \$46,351
Source: LCFF S/C	Source: LCFF S/C	Source: LCFF S/C
Budget Reference: Operating Expenses	Budget Reference: Operating Expenses	Budget Reference: Operating Expenses

New Modified Unchanged

Goal 3

Through a positive and safe school climate, Outside Creek will provide students and their families with support and opportunities to participate positively in a variety of school activities.

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

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

[Identified Need](#)

Outside Creek School believes student achievement is influenced by a student's attendance, behavior, and positive parent participation. Therefore, the school will focus efforts to maintain or increase student attendance, and a positive and safe school climate

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent conferences attendance, Including parents of unduplicated and special needs students	Parent Attendance Q1 Conferences 95%, Q3 Conference 80%	Parent Attendance will be 96% for Q1 Conferences and 85% for Q3..	Parent Attendance will be 96% for Q1 Conferences and 86% for Q3..	Parent Attendance will be 96% for Q1 Conferences and 86% for Q3..
Visitor sign-ins for policy compliance	90% of visitors signed in.	At least 92% of visitor will sign in.	At least 93% of visitor will sign in.	At least 93% of visitor will sign in.
Attendance rate	94.5% (2016/17 P2)	95%.	95.5%	96%
Chronic Absenteeism Rate	10% (2016/17)	9%	8%	8%
Middle School Dropout Rate	0%	Maintain 0%	Maintain 0%	Maintain 0%
Suspension Rate	5% (2016/17)	Maintain 5% or less	Maintain 5% or less	Maintain 5% or less
Expulsion Rate	0%	Maintain 2% or less	Maintain 2% or less	Maintain 2% or less
California Healthy Kids Survey	93% Neutral/Safe, 7% unsafe	Maintain 93% Neutral/Safe	2% growth Neutral/Safe	Maintain 95% Neutral/Safe

Percent of families involved in school family events

70% of families

75% of families

80% of families

80% of families

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The school will provide parent-student events to address and develop the value of school attendance.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$400	Amount: \$400	Amount: \$400
Source: LCFF S/C	Source: LCFF S/C	Source: LCFF S/C
Budget Reference: Instructional Supplies	Budget Reference: Instructional Supplies	Budget Reference: Instructional Supplies

Action **2**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input 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
The school will provide a family services worker, who will identify truant students, handle the truancy reporting process, and communicate to parents regarding school learning, and educational support (parent classes), and home visits.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$8,000	Amount \$9,000	Amount \$10,000
Source LCFF S/C	Source LCFF S/C	Source LCFF S/C
Budget Reference Salaries & Benefits	Budget Reference Salaries & Benefits	Budget Reference Salaries & Benefits

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 175,438

Percentage to Increase or Improve Services:

20.89 %

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](#)).

Using the calculation tool provided by the state, Outside Creek School District has calculated that it will receive \$175,438 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). In addition, using the same calculation tool the proportionality percentage has been calculated at 20.89%. Outside Creek has demonstrated the district is meeting its minimum proportionality requirement by expenditure of the total 2017-18 supplemental and Concentration Grant funding for qualifying purposes.

Because Outside Creek School serves grades K-8 with 116 students and the unduplicated percentage is 81%, the LCAP goals address all pupils districtwide. Services provided to all students, principally directed to English Learners and Low Income students, include:

- Employ additional Instructional Aide support for classrooms
- Implement reading programs such as Lexia and Read Naturally
- After school tutoring for students in need of intervention
- Professional Development for instructional staff
- Summer School
- Field Trips
- Technology devices and infrastructure
- Facility repairs and maintenance
- Family Service Worker

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Budget Summary

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

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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