Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name	Pleasant View Elementary School District		
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2017-20 Plan Summary

THE STORY

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

The Pleasant View Elementary School District strives to be an innovative leader in education and is dedicated to seeing every child leave our District with the confidence to know that they can learn to do anything. We believe students should see their learning as a personal journey. We believe students shouldn't be afraid to fail and instead embrace failure as the first step in learning. We want our students to focus on their own growth and development. We view our roles as the facilitators of information and our primary responsibilities are to guide them through the process of learning, teaching them to be reflective life-long learners. We have technology in all classrooms with 1:1 Chromebook / iPad devices for all students supporting them in acquiring 21st Century Learning skills. We recognize the challenges the majority of our students face being socio-economically disadvantaged and English Learners. However this just adds to the urgency to begin to re-think what we do and how we do it.

The purpose of this plan is to raise the level of performance for all of our students. The goal is for every student to begin to see themselves as learners. For our students to begin to measure their learning by their own individual growth. We see ourselves moving towards a personalized learning system. We see the benefits of students taking ownership of their own learning and building their self-efficacy.

This plan will enable the district to continue to provide safe, supportive learning environments. It will expand the 21st century school facilities available and increase the opportunities for support available to students. The plan provides a more concerted effort to reach out and to build relationships with families who have not been well connected to their students' school. The plan also includes more aggressive strategies to close the achievement gap in preparation for High School, especially for students who are English Language learners, students who are economically disadvantaged and for foster and homeless youth. Finally, the plan includes significant support for the professional development of our teachers as we make some major transitions in the way we approach instruction and assessment.

The three year LCAP plan will undoubtedly be modified each year as we review progress and consider the impact of new strategies, new programs and new ideas. Our stakeholders have been involved in the construction of the plan and will continue to provide feedback and oversight as we move forward as a district.

LCAP HIGHLIGHTS

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

Our district goal has been to ensure that ALL students develop high self-efficacy and carry that with them, regardless of the path they choose in life. We want to make sure that when they graduate from Pleasant View Elementary School District that they have the efficacy and skills to excel in High School, College, the work force, or in any field they choose to pursue. The key areas of focus for this year's LCAP is on our English learners, our students who are struggling academically, and students who struggle with behavior and who need emotional/social support.

We support our English learners by grouping and individualizing their learning so that we can offer differentiated instruction based on their needs. We have planning time set aside during the week for Teachers to look at data and plan to meet the needs of every learner. We continue to fund our Intervention Coordinator and EL Consultant who monitor the English learners and any other students who are on Intervention Programs list due to problems with either achievement, behavior or attendance.

To monitor students academically we use programs such as Lexia, ReadingPlus, DreamBox, STAR Reading, STAR Math, and Dibels that allow us to individualize students learning and focus on growth. We have 8 days built in the calendar throughout the school year for teachers to take a full day to look at this data and then plan.

On the social/emotional scene we have a Psychologist, Community Liaison and Psychologist Interns, who work with our students who are at-risk due to academics, attendance or behavior. All of these personnel work with families when needed to improve communication and to devise plans focused on helping ALL students succeed. Our whole school implements the Second Step Program that focuses on positive behavior and working as a team to improve student well-being in order to allow them to focus on their academics. We have come to realize that if our intent is to push students to higher levels of rigor, then their basic needs need to be met first.
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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

We have made great strides over the last few years with the metrics we have been using. As we have begun to individualize opportunities for our students and helped them to focus on their own growth we have seen great improvement in our metrics.

	14-15	15-16	16-17
AR Math (7th-8th) On Grade Level or Above	N/A	32%	35%
AR Reading (2nd-8th) On Grade Level or Above	31%	33%	35%
LEXIA (PreK-5th) On Grade Level or Above	25%	73%	76%
Reading Plus (6th-8th) On Grade Level or Above	18%	32%	52%
Reading Plus (7th-8th) On Grade Level or Above	22%	31%	56%
CELDT Re-Classified	2%	3%	5%
Parents Participation in Conferences	70%	83%	88%
Parent Participation in Adult Learning Experience	15%	13%	60%

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

> Based on the most current data from the California School Dashboard, we need to continue to work on ELA, math, and ELD for all students as these three indicators were labeled as 'red" However our English Learners were "Orange" and outperformed the "All Students" category in regards to ELA. When it came to suspension rates Pleasant View scored a "Blue."
>
> From the district surveys we see that most students and parents feel that our campuses are relatively safe. We would like to improve this rating by 2% of the number of parents and students that feel that we provide safe learning environments for ALL students.
> The School Climate could be improved by 2% because we would like to see more students reporting that they feel that they belong and that they feel connected to their school and people who work at the school.
>
> Parent Involvement/Engagement is something we have been working on, We have also worked to get more documents translated into home languages so that parents do not have to rely on their children to relay information home. While 3-year, and current 16-17 data show a continuing positive trend, results on the CDE Dashboard show a need for continued improvement and narrowing of gaps. While Smarter Balanced Assessment 3-8 results in both ELA and Math showed a need for improvement, and the district is considered to be "red". The districts results also show a need to continue to provide intervention and professional development to narrow the achievement gaps for all students, and to continue to focus on narrowing the gaps for English Learners and Socioeconomically Disadvantaged students. Attention must also be paid to strategies in addressing the needs of students, regardless of English Learner or Socioeconomic status, in order to continue to narrow the achievement gap between those groups and other students. Research on focused professional development shows a direct correlation to improved student achievement. We are continuing to invest in professional development and collaboration time for teachers regarding implementation of curriculum and pedagogy, especially for students with one or more risk factors with a specific focus on students with disabilities, Economically Disadvantaged students, and English Learners. We continue to invest in targeted support and intervention programs to meet the instructional needs of at risk students at all grade levels.

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

> As Indicated in the review of needs as both the LCFF Evaluation Rubrics, as well as our current local metrics (Attachment B), demonstrate that we are making progress and also have the need to continue the focus on narrowing gaps between student groups. We will stay the course and refine implementation in order to continue the growth we have been making.

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.

Already addressed.

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	$6,344,991
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$1,382,085

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.

General fund expenditures that may not be wholly included in the LCAP include certificated and classified salaries, facilities and maintenance upkeep and other district programming needs.

$5,044,377	Total Projected LCFF Revenues for LCAP Year

Annual Update

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

Goal 1	#1 *As a result of stake-holder input and data analysis we have determined to address the following goal:* *Improve student achievement by focusing on the Instructional Core (Teacher, Student, and Content), which includes the full implementation of the ELA/ELD and Math California Standards.*

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. SBAC ELA & Math will increase by 2%, ELD Students ELA and Math will increase by 2%.
2. (Fall 42%/Winter 40%/ Spring 34%) of students will be proficient on Dibels district fluency assessments. Fall, Winter and Spring will all increase by 2%.
3. 31% of 7th and 8th grade students are performing at grade level in Reading Plus.
4. 43% of students will be performing at grade level on the Accelerated Reader (STAR) Assessment in grades 2-8.
5. The percent of English Learners meeting annual goals is 51%, as measured by the CELDT. This will increase by 1%.
6. Fall 27%/Winter 30%/ Spring 24%) of students K-6 were proficient on Dibels district Math assessments. Fall, Winter and Spring.
7. 37% of 7th & 8th grade students were working on grade level or above on the STAR Math Assessment.
8. By June 30th 2017 90% of Teachers will be Highly Qualified.
9. The District will meet the API expectations, when available.
10. 8 students were reclassified during the 2015-16 school year number of at a rate of 3%. This will increase by 2%, 92 students were designated English Proficient, based on the CELDT, for the 2015-16 school year the rate is 27.6%. This will increase by 2%.
11. All Students will have adequate materials.

ACTUAL

1. Updated when results are in.
2. (Fall 41%/Winter 42%/ Spring 35%) of students were proficient on Dibels district fluency assessments.
3. 56% of 7th and 8th grade students are performing at grade level in Reading Plus.
4. 35% of students are currently performing at grade level on the Accelerated Reader (STAR) Assessment in grades 2-8.
5. The percent of English Learners meeting annual goals is 51%, as measured by the CELDT.
6. Fall 29%/Winter 32%/ Spring 25%) of students K-6 were proficient on Dibels district Math assessments.
7. 36% of 7th & 8th grade students were working on grade level or above on the STAR Math Assessment.
8. 70% of certificated teachers are highly qualified.
9. API has been suspended.
10. 15 students were reclassified during the 2016-17 school year at a rate of 5%. CELDT English proficient data was not calculated by the state for 2016-2017.
11. All Students have adequate materials.

ACTIONS / SERVICES

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

Action 1

Actions/Services

PLANNED	ACTUAL
#1 To Improve the quality of Instruction in the classroom and improve the level of rigor in student achievement. The District is adding eight days to the work year for certificated personnel. This time will be used: • To review and analyze data to drive planning for instruction • For adult learning experiences focused on the instructional core • Cross grade level and vertical collaboration (This is a continuation of previous actions and services).	The District was able to negotiate 8 extra days of service for the Certificated Teaching Staff. These days were set aside for collaboration and planning. (This is a continuation of previous actions and services).

Expenditures

BUDGETED	ESTIMATED ACTUAL
$72,500 Salary and Benefits LCFF/SC	$79,500 Salary and Benefits LCFF/SC

Action 2

Actions/Services

PLANNED	ACTUAL
#2 In order to increase the content knowledge and teaching strategies of our teachers, we are contracting with TCOE for a math consultant and an ELA consultant to work with them. The consultant will plan and model rigorous lessons with all teachers K-8. (This is a continuation of previous actions and services).	The District contracted with the Tulare County Office of Education to provide a Math Consultant, and Contracted with an ELA/ELD Consultant for its teachers to collaborate and plan with. The District also provided substitutes for release time for its teachers.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$60,000 ($33,000 Math consultant, contract $12,000 ELA Consultant Contract), Substitutes ($15,000 Salary and Benefits) LCFF/SC	$62,000 ($35,000 Math consultant, contract $12,000 ELA Consultant Contract), Substitutes $15,000 (Consultant, Substitutes Salary and Benefits) LCFF/SC

Action 3

Actions/Services	**PLANNED**
	  #3 In order to examine and reflect on teaching practices, and identify systemic areas of need, District personnel will participate in Internal Instructional Rounds and External Rounds as a member of the California Rural Network (CRN). The Instructional Rounds process also serves as our Alternative Governance Strategy. We will contract with TCOE for an Alternative Governance Consultant (This is a continuation of previous actions and services).
		ACTUAL
		  The District was apart of the CRN and contracted with the Tulare County Office of Education to provide Alternative Governance for the 2016-2017 school year. The District also provided substitutes for its teachers to allow them to participate in the Instructional Rounds process.

Expenditures	**BUDGETED** $15,000 ($3,500 CRN Dues), ($8,000 TCOE consultant contract), ($3,500 Sub- Salary and Benefits) LCFF/SC	**ESTIMATED ACTUAL** $16,200 CRN Dues, TCOE Consultant, Substitutes LCFF/SC

Action   4

Actions/Services	**PLANNED**
	  #4 The district will focus on and invest in rigorous content/curriculum that fully supports implementation of the California Standards in Reading Language Arts, Math and ELD. There will be adequate materials for every student.
		ACTUAL
		  The District with input from its Certificated Teaching Leadership team has adopted and purchased Study Sync for its 7th-8th grades.

Expenditures	**BUDGETED** $50,000 (Textbooks, Materials and Supplies) LCFF/SC	**ESTIMATED ACTUAL** $40,000 (Textbooks, Materials and Supplies) LCFF/SC

Action   5

Actions/Services	**PLANNED**
	  #5 The District and Stakeholders realize that teachers and administrators need opportunities to pursue deepening their own skill and knowledge base. Professional development opportunities will be provided for all teachers and administrators based on individual needs.
	(This is a continuation of previous actions and services).
		ACTUAL
		  The district had many teachers choose professional development opportunities for themselves. Including Kagan training, Google Conference etc.

Expenditures	**BUDGETED** $5,000 (Registration, Travel,) LCFF/SC	**ESTIMATED ACTUAL** $4,700 (Registration, Travel,) LCFF/SC

Action 6

Actions/Services	**PLANNED** #6 We realize the importance of small class sizes and will look to increase the number of classes under 25:1 in 4th-8th grade (1.0 FTE in 16-17, 2.0 FTE in 17-18, and 3.0 FTE in 18-19). To improve the quality of instructional programs the district will continue to offer a Pre-K/TK class with Highly Qualified Teacher (this is a continuation of services).	**ACTUAL** To improve access and opportunity for a better educational experience for our TK students the district continued with a PreK/TK class for students, with one Highly Qualified FTE. In addition the District added a teacher to reduce class sizes in grades 4th-8th.
Expenditures	**BUDGETED** $190,000 (Salary and Benefits) LCFF/SC	**ESTIMATED ACTUAL** $205,475 (Salary and Benefits) LCFF/SC

Action 7

Actions/Services	**PLANNED** #7 We realize the importance of having Highly Qualified and fully credentialed teachers appropriately assigned to every grade level. The District will cover Teacher Induction Program (TIP's) costs.	**ACTUAL** The District continues to work with its new teachers to attain Highly Qualified status. The District provided TIPS for its new teachers and paid for workshops.
Expenditures	**BUDGETED** $15,000 (contract) LCFF/SC	**ESTIMATED ACTUAL** $7,500 (contract, conferences, workshops, trainings) LCFF/SC

Goal 1

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	All actions and services were implemented with fidelity and were found to be effective. The district reviewed its metrics and met growth targets in the majority of them.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The District experienced an overall increase in Math and English Language Arts scores across a number of metrics. We have taken numerous steps in our Professional Development and Collaborative Planning to increase the opportunity for teachers to learn, synthesize ideas, share ideas and put these ideas into practice and these new learning opportunities translate into better student outcomes.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Action 1: Costs for additional days were higher than budgeted due to the increase costs of salaries and benefits. Action 2: Costs for additional days were higher than budgeted due to the increase costs of salaries and benefits. Action 3: Costs for additional days were higher than budgeted due to the increase costs of salaries and benefits. Action 4: Costs for were lower than budgeted. Action 6: Costs for additional days were higher than budgeted due to the increase costs of salaries and benefits. Action 7: Costs were lower than budgeted due to not as many teachers being ready for TIPS.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	The district reviewed its metrics and met growth targets in the majority of them. The District will also use qualitative data obtained in Instructional Rounds to look at growth. The District will set new growth targets for its metrics and add new actions consistent with the goals. (Attachment B) The following metrics will be amended or added and growth targets were set starting next year. (Attachment B) 1. (Fall 41%/Winter 42%/ Spring 35%) of students were proficient on Dibels district fluency assessments. Fall, Winter and Spring will all increase by 2%. 2. Fall 33%/Winter 33%/ Spring 25%) of students K-6 were proficient on Dibels district Math assessments. Fall, Winter and Spring will all increase by 2%. 3. 36% of 7th & 8th grade students were working on grade level or above on the STAR Math Assessment. This will increase by 2%. 4. 34% of students are currently performing at grade level on the Accelerated Reader (STAR) Assessment in grades 2-8. This will increase by 2%. 5. 56% of 7th and 8th grade students are performing at grade level in Reading Plus. This will increase by 2%. 6. SBAC for ELA and Math will updated when test results are in. 7. SBAC for ELD/ELA and ELA/Math will updated when test results are in. 8. 15 of our EL students were reclassified during the 2016-2017 school year at a rate of 5%, the goal will be set at >=3% annually. 9. CELDT Fluent English Proficient and CELDT meeting annual goals weren't calculated by the state for 2016-2017 and will be eliminated as metrics for 2017-2018. Instead we will establish a baseline using the ELPAC. 10. 70% of our teachers are considered Highly Qualified as of June 2017 we have set a new goal By June 30th 2018 85% of Teachers will be Highly Qualified. 11. The district realizes a need to update and replace our 1:1 devices every 3-4 years and will set a new action #8 to set aside a reserve to replace technology devices. The following Actions will be added for the 2017-2018 LCAP a) The District will amend action #6 to include staff in the areas of Science, Art, Music, P.E. b) The District will add action #8 located in Goal 1 (Attachment B) to set up a reserve to replace technology every 3-4 years, to maintain a 1:1 student to device ratio.

Goal 2

#2 *As a result of stake-holder input and data analysis we have determined to address the following goal;*

Every student will receive individualized educational opportunities as well as extended learning opportunities tailored to their individual needs and/or interests.

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. 75% of students will be working at or above grade level in the Lexia adaptive reading program.
2. 30% of students will be working at or above grade level 6th-8th grades in the Reading Plus adaptive reading program.
3. Fall 27%/Winter 30%/ Spring 24%) of students K-6 were proficient on Dibels district Math assessments. Fall, Winter and Spring. 32% of 7th & 8th grade students were working on grade level or above on the STAR Math Assessment.
4. Students will continue to demonstrate their learning gained through outside the classroom experiences, through teacher developed assessments/tasks.

ACTUAL

1. 76% of students are working at or above grade level in the Lexia adaptive reading program.
2. 52% of students are working at or above grade level in the Reading Plus adaptive reading program.
3. Fall 33%/Winter 33%/ Spring 25%) of students K-6 were proficient on Dibels district Math assessments. 36% of 7th & 8th grade students were working on grade level or above on the STAR Math Assessment.
4. 100% of Students participated in outside the classroom learning experiences.

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	#1 The District will purchase individualized adaptive based learning programs for all students to use in math and reading. (This is a continuation of previous actions and services.)	ACTUAL The District purchased licenses for DreamBox Math, STAR Math and Reading Assessments, TenMarks, TurnitIn, NEWSELA,
Expenditures	BUDGETED $20,000 (Software & Licenses)	ESTIMATED ACTUAL $27,500 (Software & Licenses)

LCFF/SC	LCFF/SC

Action **2**

Actions/Services

PLANNED	ACTUAL
#2 The District realizes the need to support teachers and students in meeting the individualized learning needs of all students. Therefore, it is necessary to provide additional support through qualified instructional aides. Increased hours and additional instructional aides will be added. (This is a continuation of previous actions and services).	Instructional aides were added and hours increased to improve the individual support given to students.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$170,000 (Salary and Benefits) LCFF/SC	$179,000 (Salary and Benefits) LCFF/SC

Action **3**

Actions/Services

PLANNED	ACTUAL
#3 Stakeholders and District personnel realize the need for our students to have access to a broad course of study and have outside of classroom experiences to support vocabulary development and enrich their educational experience. Through collaboration, grade level teams plan appropriate experiences related to grade level content and standards. (This is a continuation of previous actions and services).	Students experienced Trips to The Los Angeles Science Center, Morro Bay, UC Santa Cruz, Fresno State, UCLA, UC Berkley, CSU East Bay, Cal State Bakersfield, The Calm Museum, Fresno Zoo, Museum of Tolerance, Monterey Bay Aquarium, Knotts Berry Farm.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$20,000 (Travel, and Other Associated Costs) LCFF/SC	$27,500 (Travel, and Other Associated Costs) LCFF/SC

Action **4**

	PLANNED	ACTUAL
Actions/Services	#4 Opportunities for learning beyond the traditional school year are vital to our students' educational experiences and successes. • Self Organized Learning Environment (SOLE) Summer Academies will be offered after the traditional school year has ended. • Adaptive learning programs. • Accelerated Reader Summer Program (Additional Library Hours). (This is a continuation of previous actions and services).	The District has organized a summer program for learning beyond the traditional school year as well as an Accelerated Reader Summer Program (Additional Library Hours).

	BUDGETED	ESTIMATED ACTUAL
Expenditures	$55,000 (Salary and Benefits) LCFF/SC	$55,000 (Salary and Benefits) LCFF/SC

Action **5**

	PLANNED	ACTUAL
Actions/Services	#5 The District will provide a programs/intervention/student services support coordinator to help with data analysis and aligning intervention services and programs to best support an individualized educational program for students.	The District provided a programs/intervention/student services support coordinator to help with data analysis and aligning intervention services and programs to best support an individualized educational program for students.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	$73,000 (Salary and Benefits) LCFF/SC	$71,200 (Salary and Benefits) LCFF/SC

Goal 2

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	All actions and services were implemented with fidelity and were found to be effective. The district reviewed its metrics and met growth targets in the majority of them.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The District experienced an overall increase in Math and English Language Arts scores across a number of metrics. We have taken numerous steps in our Professional Development and Collaborative Planning to increase the opportunity for teachers to learn, synthesize ideas, share ideas and put these ideas into practice and these new learning opportunities translate into better student outcomes.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Action 1: Costs for individualized adaptive based learning programs were higher than anticipated due to the licenses being more expensive than anticipated and additional programs not originally budgeted. Action 2: Costs were higher than budgeted due to the increase costs of salaries and benefits. Action 3: Costs were higher than budgeted due to the increase costs and number of trips.
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 following metrics will be amended or added and growth targets were set starting next year. (Attachment B) 1. 76% of students are working at or above grade level in the Lexia adaptive reading program. This will increase by 2%. 2. 52% of students are working at or above grade level 6th-8th grades in the Reading Plus adaptive reading program. This will increase by 2%. 3. Fall 33%/Winter 33%/ Spring 25%) of students K-6 were proficient on Dibels district Math assessments. Fall, Winter and Spring will all increase by 2%. 4. 36% of 7th & 8th grade students were working on grade level or above on the STAR Math Assessment. This will increase by 2%. 5. Students will continue to demonstrate their learning gained through outside the classroom experiences, through teacher developed assessments/tasks.

Goal 3

#3 *As a result of stakeholder input and data analysis, we have determined to focus on the following goal:*

Improve participation, increase learning opportunities and fully engage parents in the education of their students.

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
1. Parent survey question (2A) indicates that 50% of parents have been asked to participate in the classroom. This will increase by 3%. 2. Current participation in parent conferences is 87%. This will increase by 2%. 3. Parent survey question (3A) indicates 69% of parents have helped in their child's school. This will increase by 2%. 4. 15% of parents participated in an adult learning opportunity. This will increase by 2% 5. 35% of family contacts with parents by Community Liaison/Social worker. This will increase by 2% 6. Parents of Exceptional needs students will be asked to participate in their child's classroom. Baseline data	1. Parent survey question (2A) indicates that 41% of parents have been asked to participate in the classroom. 2. Current participation in parent conferences is 88%. 3. Parent survey question (3A) indicates 46% of parents have helped in their child's school. 4. 60% of parents participated in an adult learning opportunity. 5. 54% of family contacts with parents by Community Liaison/Social worker. 6. 25% of Parents of Exceptional needs students will be asked to participate in their child's classroom.

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	ACTUAL
#1 The District will send out quarterly newsletters in English and Spanish to inform parents and invite them to participate in upcoming events both in the classroom and school sponsored events.	The District did not send out quarterly newsletters.

		BUDGETED	ESTIMATED ACTUAL
Expenditures		$4,036 (Materials and Supplies) LCFF/SC	$0 (Materials and Supplies) LCFF/SC

Action 2

		PLANNED	ACTUAL
Actions/Services		#2 The District will continue to provide a bilingual community liaison/Social Worker to reach out to parents in the community. (This is a continuation of previous actions and services).	The District provided a bilingual community aide. (this is a continuation of prior services).

		BUDGETED	ESTIMATED ACTUAL
Expenditures		$60,000 (Salary and Benefits) LCFF/SC	$53,510.00 (Salary and Benefits) LCFF/SC

Action 3

		PLANNED	ACTUAL
Actions/Services		#3 The District will offer Parent Involvement and Engagement classes. The Parent Institute for Quality Education (PIQE) will continue to provide classes that educate parents on how to be involved in the school. (This is a continuation of previous actions and services.) Pleasant View will provide a variety of opportunities for parents to be involved in the decision making process.	The District offered a PIQE class. GEAR UP covered the costs of the program at no cost to the district.

		BUDGETED	ESTIMATED ACTUAL
Expenditures		$12,000 (Contract with Parent Institute for Quality Education) LCFF/SC	$0 (Contract with Parent Institute for Quality Education was paid for by GEAR UP) LCFF/SC

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	Action	**4**

	PLANNED	ACTUAL
Actions/Services	#4 Pleasant View will provide a variety of opportunities for parents to be involved in the decision making process as well as field trips for families to help parents engage their children in the learning process.	The district also offered an opportunity for parents to be apart of a parent committee to give input to the district. The District provided a Family Field Trip to Hearst Castle and the Coast and provided information on Parent Involvement Strategies, LCAP information, Cyber Security, Parenting. Reading Strategies with for their Children.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$20,000 (Travel, and Other Associated Costs) LCFF/SC	$16,612 (Travel, and Other Associated Costs) LCFF/SC

	Action	**5**

	PLANNED	ACTUAL
Actions/Services	#5 Pleasant View will also allocate resources to partner with Save the Children to provide personnel and resources to parents and families with children 0-5.	Pleasant View partnered with Save the Children to provide personnel and resources to parents and families with children 0-5 through the Early Steps to Success program.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$12,001 (Salary and Benefits/Contribution with Save The Children) LCFF/SC	$12,000 (Salary and Benefits/Contribution with Save The Children) LCFF/SC

Goal 3

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 majority of actions and services were implemented with fidelity and were found to be effective. The district reviewed its metrics and met growth targets in the majority of them. With the exception of quarterly newsletters being sent out.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The District experienced an overall increase in Parent Participation in things such as Parent Conferences and Parent Adult Learning Experiences. We have taken numerous steps to begin to re-think how we engage parents in their child's learning journey.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Action 1: Costs for quarterly newsletters were lower than budgeted due to the action not taking place. Action 3: Costs were lower than budgeted due to GEAR UP picking up the costs of PIQE.
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 following growth targets were set starting next year. (Attachment B) 1.) Parent survey question (2A) indicates that 41% of parents have been asked to participate in the classroom. 2.) Current participation in parent conferences is 88%. 3.) Parent survey question (3A) indicates 46% of parents have helped in their child's school. 4.) 60% of parents participated in an adult learning opportunity. 5.) 54% of families contacted by Community Liaison/Social worker. The following Actions and Services were added or amended Action #1: The District will create an app for the school that parents can download , which will give them access and to information and notifications.

Goal 4

#4 *As a result of stakeholder input and data analysis we have determined to focus on the following goal:*

In order for students to reach their full potential, the District will closely align facilities with their vision for learning and create a climate for students that are clean, healthy, engaging and emotionally and physically safe.

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. School attendance rates will be maintained at, at least 94%.
2. Pupil suspension and expulsion rates will be maintained at 3% or fewer for suspensions and less than 1% for expulsion.
3. The chronic absenteeism rate will be maintained at 1% or fewer.
4. Establish baseline on student self-efficacy survey.
5. At least 92% of those surveyed will report feeling safe at school.
6. School psychologist provided direct services to 17% of students.
7. The District will maintain a score of good or better on the annual William's Visit.
8. The District will maintain a 0% drop out rate.

ACTUAL

1. School attendance rate for 2016-2017 was 96%.
2. Pupil suspension rate was less than 3%, and expulsion rate was less than 1% for 2016-2017.
3. The chronic absenteeism rate for 2016-2017 was .002%.
4. Moved the baseline survey to the 2017-2018 school year.
5. 90% of students surveyed report feeling safe at school.
6. School psychologist provided direct services to 17% of students.
7. The District maintained a score of good on the annual William's Visit.
8. The District had a 0% drop out 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	ACTUAL
	#1 The District will continue to provide a psychologist on staff full time to meet the emotional and behavioral needs of students. (This is a continuation of previous actions and services).	The district provided a full time psychologist to meet the emotional and behavioral needs of its students.

		BUDGETED	ESTIMATED ACTUAL
Expenditures		$126,000 (Salary and Benefits) LCFF/SC	$126,000 (Salary and Benefits) LCFF/SC

Action 2

	PLANNED	ACTUAL
Actions/Services	#2 The District will continue to add and modernize facilities to align with the Districts' vision for collaborative teaching and learning. The vision includes hands-on and authentic student-driven learning experiences. These modern facilities will include space and furniture that is conducive to creative and nontraditional learning opportunities. (This is a continuation of previous actions and services).	The district completed two new wings to move more of the school into the town and modernize facilities to meet the needs of a 21st century learning environment.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$174,076 (Loan Payment for Architectural Fees, Construction Costs) LCFF/SC	$144,848 (Loan Payment for Architectural Fees, Construction Costs) LCFF/SC

Action 3

	PLANNED	ACTUAL
Actions/Services	#3 The District will continue to find ways to increase the safety and security of staff and students on campus, in well-maintained facilities.	The District purchased and installed 12 new cameras to help monitor both campuses and keep them safe and secure.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$5,000 (Equipment, Materials and Supplies) LCFF/SC	$7,500 (Equipment, Materials and Supplies) LCFF/SC

Action 4

	PLANNED	ACTUAL
Actions/Services	#4 The District will maintain its Tech Support AV Specialist position (This is a continuation of previous actions and services).	The District has a Technology and Audio Visual Support position. .50 FTE.

Expenditures	BUDGETED $25,000 (Salary and Benefits) LCFF/SC	ESTIMATED ACTUAL $24,000 (Salary and Benefits) LCFF/SC

Action 5

	PLANNED	ACTUAL
Actions/Services	#5 The District will add two .50 FTE part time health clerks to better support the well being and health needs of students.	The District hired two .50 FTE health clerks to better support the health and well being of its students.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$37,000 (Salary and Benefits) LCFF/SC	$39,700 (Salary and Benefits) LCFF/SC

Action 6

	PLANNED	ACTUAL
Actions/Services	#6 The District will add Library Aides to better support students and teachers in accessing the library and its services. (This is a continuation of previous actions and services).	The District has two .50 FTE Library Aides to help support teachers and students in accessing the schools libraries.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$40,000 (Salary and Benefits) LCFF/SC	$39,500 (Salary and Benefits) LCFF/SC

Action 7

	PLANNED	ACTUAL
Actions/Services	#7 The district will set aside a reserve of LCAP funds to provide the resources for a future Multi-Purpose facility for the school and community.	The district purchased two new playground structures and two new Shade Structures for the Pleasant View Elementary campus.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$0 (Reserve) LCFF/SC	$198,500 Equipment, Installation, Fees (reserve LCFF/SC)

Draft

Goal 4

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	All actions and services were implemented with fidelity and were found to be effective. The district reviewed its metrics and met growth targets in the majority of them.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	As our data shows, we are improving both academically and in the areas of social and emotional intelligence. We would like to continue on this path as we are seeing an upward trend and know we need more time to continue the growth, while adjusting along the way.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Action 7: Costs were higher than budgeted due to Stakeholders agreeing to change the budget and add new playground equipment and shade structures at Pleasant View Elementary.
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 following metrics will be amended or added and growth targets were set starting next year. 1. School attendance rate was 96% for 2016-2017. This will be maintained at, least 94%. 2. Pupil suspension and expulsion rates will be maintained at 3% or fewer for suspensions and less than 1% for expulsions. 3. The chronic absenteeism rate will be maintained at 1% or fewer. 4. Establish baseline on student self-efficacy survey. Metric will be established during the 2017-2018 school year. 5. At least 90% of students surveyed reported feeling safe at school. This will increase by 2%. 6. School psychologist provided direct services to 17% of students. This goal will be set at >=15%. 7. The District will maintain a score of good or better on the annual William's Visit. The following Actions and Services were added or amended a.) The District amended action #7 to include equipment related to facilities. Goal 4, Action 7 (Attachment A).

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?

The Pleasant View Elementary School District (PVESD) continues to support a collaborative and participatory approach in the LCAP Annual Update and Review process. The involvement process allowed for multiple pathways and opportunities for stakeholders to participate.

Board of Trustees Meetings: LCAP Metrics were reviewed and progress monitored and input sought at Board Meetings: November 2016, December 2016, February 2017, March 2017, April 2017, May 2017 and June 2017.

School Site Council & Advisory Council Meetings (ELAC)(DELAC): LCAP Metrics were reviewed and progress monitored and input sought August 31st, 2016, October 5th, 2016, December 7th, 2016, June 1st, 2017 Members: Parents of English Learners, district office staff, site teachers, principals & staff.

Parent Committee : October 2016, May 2017 LCAP Metrics were reviewed and progress monitored and input sought . Members: Parents, site administrator reps, classified staff, district office staff, community members.

Teacher Leadership Team Meetings/PVEA Members: LCAP Metrics were reviewed and progress monitored and input sought. November 2016, December 2016, February 2017, March 2017, April 2017, May 2017 and June 2017. Members: Superintendent/Principal and Teachers.

School Site Leadership Team: LCAP Metrics were reviewed and progress monitored and input sought August 2016, September 2016, October 2016, November 2016, December 2016, January 2017, February 2017, March 2017, April 2017, May 2017 and June 2017. Members: Superintendent, Vice Principals, ELA/ELD Consultant, Psychologist, Intervention Programs Coordinator.

Student Surveys: May 2017

Parent Surveys: May 2017

With the above advisory groups, the overall purpose of the LCAP was reviewed specifically focusing on the 8 State Priorities and how the LCAP goals address those priorities. An update was given as to progress made toward established goals for this year, and current student data was shared. Opportunities for feedback from the groups included collaborative activities as well as surveys specific outreach to parents of low income, foster youth, special education and homeless students was a focus. The District used information gathered from these meetings in order to help inform the LCAP moving forward.

IMPACT ON LCAP AND ANNUAL UPDATE

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

By allowing all stakeholders to provide input in a timely manner in regards to the Annual Update, it allowed the District and Stakeholders to review the actions taken during the previous year as well as the metrics (Attachment A) and identify and focus our efforts on our priorities. The District then prioritized the information which was incorporated into the LCAP and added after their incorporation, for example the district will look to develop and app that can be downloaded by parents and staff to better communicate activities at the school. After Stakeholder review and input many metrics and actions will remain the same due to continued progress being made. The LCAP document was reviewed to see that the adjustments met the needs identified by the stakeholder group.

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	*Improve student achievement by focusing on the Instructional Core (Teacher, Student, and Content), which includes the full implementation of the ELA/ELD and Math California Standards.*

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Local assessments indicate that a significant number of students are not performing at grade level in ELA and Math. Pleasant View English Learners are not meeting the AMAO growth targets.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC ELA % & Math % ELD Students ELA % and Math %	2016-2017 SBAC ELA 16% & Math 9% will increase by 2%, ELD Students ELA 7% and Math 8%	SBAC ELA & Math will increase by 2%, ELD Students ELA and Math will increase by 2%.	SBAC ELA & Math will increase by 2%, ELD Students ELA and Math will increase by 2%.	SBAC ELA & Math will increase by 2%, ELD Students ELA and Math will increase by 2%.
(Fall %/Winter %/ Spring %) of students proficient on Dibels district fluency assessments.	2016-2017 (Fall 41%/Winter 42%/ Spring 35%) of students were proficient on Dibels district fluency assessments.	(Fall 43%/Winter 44%/ Spring 37%) of students will be proficient on Dibels district fluency assessments. Fall, Winter and Spring will all increase by 2%.	(Fall 45%/Winter 46%/ Spring 39%) of students will be proficient on Dibels district fluency assessments. Fall, Winter and Spring will all increase by 2%.	(Fall 47%/Winter 48%/ Spring 41%) of students will be proficient on Dibels district fluency assessments. Fall, Winter and Spring will all increase by 2%.
% of 7th and 8th grade students are performing at grade level in Reading Plus.	2016-2017 56% of 7th and 8th grade students are performing at grade level in Reading Plus.	58% of 7th and 8th grade students will be performing at grade level in Reading Plus. This will increase by 2%.	60% of 7th and 8th grade students will be performing at grade level in Reading Plus. This will increase by 2%.	62% of 7th and 8th grade students will be performing at grade level in Reading Plus. This will increase by 2%.

% of students are currently performing at grade level on the Accelerated Reader (STAR) Assessment in grades 2-8.	2016-2017 34% of students are currently performing at grade level on the Accelerated Reader (STAR) Assessment in grades 2-8.	36% of students will be performing at grade level on the Accelerated Reader (STAR) Assessment in grades 2-8. This will increase by 2%.	38% of students will be performing at grade level on the Accelerated Reader (STAR) Assessment in grades 2-8. This will increase by 2%.	40% of students will be performing at grade level on the Accelerated Reader (STAR) Assessment in grades 2-8. This will increase by 2%.
% of students making growth on CELDT & The ELPAC will be used to establish a baseline.	34% of students made growth on the CELDT & The ELPAC will be used to establish a baseline for the 2017-2018 school year.	The ELPAC will be used to establish a baseline for the 2017-2018 school year.	Annual growth targets will be set once we have baseline data.	Annual growth targets will be set once we have baseline data.
Fall %/Winter %/ Spring %) of students K-6 proficient on Dibels district Math assessments. % of 7th & 8th grade students working on grade level or above on the STAR Math Assessment.	2016-2017 Fall 33%/Winter 33%/ Spring 25%) of students K-6 were proficient on Dibels district Math assessments. Fall, Winter and Spring will all increase by 2%, 36% of 7th & 8th grade students were working on grade level or above on the STAR Math Assessment. This will increase by 2%.	Fall 35%/Winter 35%/ Spring 27%) of students K-6 will be proficient on Dibels district Math assessments. Fall, Winter and Spring will all increase by 2%, 38% of 7th & 8th grade students will be working on grade level or above on the STAR Math Assessment. This will increase by 2%.	Fall 37%/Winter 37%/ Spring 29%) of students K-6 will be proficient on Dibels district Math assessments. Fall, Winter and Spring will all increase by 2%, 40% of 7th & 8th grade students will be working on grade level or above on the STAR Math Assessment. This will increase by 2%.	Fall 39%/Winter 39%/ Spring 31%) of students K-6 will be proficient on Dibels district Math assessments. Fall, Winter and Spring will all increase by 2%, 42% of 7th & 8th grade students will be working on grade level or above on the STAR Math Assessment. This will increase by 2%.
% of Teachers will be appropriately assigned and fully credentialed.	70% of teachers appropriately assigned and fully credentialed as of June 2017.	By June 30th 2018 85% of Teachers will be appropriately assigned and fully credentialed	By June 30th 2019 90% of Teachers will be appropriately assigned and fully credentialed	By June 30th 2020 100% of Teachers will be appropriately assigned and fully credentialed
The District will meet the API expectations, when available.	The District will meet the API expectations, when available.	The District will meet the API expectations, when available.	The District will meet the API expectations, when available.	The District will meet the API expectations, when available.
% of EL students reclassified.	15 students were reclassified during the 2016-17 school year at a rate of 5%.	The goal will be set at >=3% annually.	The goal will be set at >=3% annually.	The goal will be set at >=3% annually.
All Students will have adequate materials.	All Students have adequate materials.	All Students will have adequate materials.	All Students will have adequate materials.	All Students will have adequate materials.
All Students 4th-8th grade will have access to a broad course of study	All Students 4th-8th grade will have access to a broad course of study	All Students 4th-8th grade will have access to a broad course of study	All Students 3rd-8th grade will have access to a broad course of study	All Students 2nd-8th grade will have access to a broad course of study

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
#1 To Improve the quality of Instruction in the classroom and improve the level of rigor in student achievement. The District has added eight days to the work year for certificated personnel. This time will be used: • To review and analyze data to drive planning for instruction • For adult learning experiences focused on the instructional core • Cross grade level and vertical collaboration		

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$85,000	Amount	$90,000	Amount	$95,000
Source	LCFF, S/C	Source	LCFF, S/C	Source	LCFF, S/C
Budget Reference	Salary & Benefits Resource: 07200 Object Codes 1000's thru 3000's	Budget Reference	Salary & Benefits Resource: 07200 Object Codes 1000's thru 3000's	Budget Reference	Salary & Benefits Resource: 07200 Object Codes 1000's thru 3000's

Action 2

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
#2 In order to increase the content knowledge and teaching strategies of our teachers, we are contracting with TCOE for a math consultant and an ELA consultant to work with them. The consultant will plan and model rigorous lessons with all teachers K-8		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$70,000	Amount	$72,500	Amount	$75,000
Source	LCFF, S/C	Source	LCFF, S/C	Source	LCFF, S/C
Budget Reference	Professional Consulting Resource: 07200 Object Codes 5000's	Budget Reference	Professional Consulting Resource: 07200 Object Codes 5000's	Budget Reference	Professional Consulting Resource: 07200 Object Codes 5000's

Action   **3**

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

| Students to be Served | ☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____ |
| Location(s) | ☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____ |

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
#3 In order to examine and reflect on teaching practices, and identify systemic areas of need, District personnel will participate in Internal Instructional Rounds and External Rounds as a member of the California Rural Network (CRN). The Instructional Rounds process also serves as our Alternative Governance Strategy. We will contract with TCOE for an Alternative Governance Consultant.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$16,000	Amount	$16,000	Amount	$16,000
Source	LCFF, S/C	Source	LCFF, S/C	Source	LCFF, S/C
Budget Reference	Salary and Benefits / Professional Consulting Resource: 07200 Object Codes 1000's thru 5000's	Budget Reference	Salary and Benefits / Professional Consulting Resource: 07200 Object Codes 1000's thru 5000's	Budget Reference	Salary and Benefits / Professional Consulting Resource: 07200 Object Codes 1000's thru 5000's

Action 4

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

| Students to be Served | ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____ |
| Location(s) | ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____ |

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
#4 The district will focus on and invest in rigorous content/curriculum that fully supports implementation of the California Standards in Reading Language Arts, Math and ELD. There will be adequate materials for every student.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$12,500	Amount	$12,500	Amount	$12,500
Source	LCFF, S/C	Source	LCFF, S/C	Source	LCFF, S/C
Budget Reference	Resource: 07200 Object Codes 4000's	Budget Reference	Resource: 07200 Object Codes 4000's	Budget Reference	Resource: 07200 Object Codes 4000's

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
#5 The District and Stakeholders realize that teachers and administrators need opportunities to pursue deepening their own skill and knowledge base. Professional development opportunities will be provided for all teachers and administrators based on individual needs.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$7,500	Amount	$7,500	Amount	$7,500
Source	LCFF, S/C	Source	LCFF, S/C	Source	LCFF, S/C
Budget Reference	Resource: 07200 Object Codes 1000's thru 5000's	Budget Reference	Resource: 07200 Object Codes 1000's thru 5000's	Budget Reference	Resource: 07200 Object Codes 1000's thru 5000's

Action   **6**

<table>
<tr><td colspan="4">For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students to be Served</td><td>☐ All</td><td>☐ Students with Disabilities</td><td>☐ [Specific Student Group(s)]_____</td></tr>
<tr><td>Location(s)</td><td>☐ All schools</td><td>☐ Specific Schools:_____</td><td>☐ Specific Grade spans:_____</td></tr>
</table>

OR

<table>
<tr><td colspan="4">For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students to be Served</td><td>☒ English Learners</td><td>☒ Foster Youth</td><td>☒ Low Income</td></tr>
<tr><td>Scope of Services</td><td colspan="3">☐ LEA-wide   ☒ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)</td></tr>
<tr><td>Location(s)</td><td>☐ All schools</td><td>☐ Specific Schools:_____</td><td>☒ Specific Grade spans:TK and 4th-8th</td></tr>
</table>

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
#6 We realize the importance of small class sizes and will look to increase the number of classes under 25:1 in 4th-8th grade. As well as add staff in the areas of Science, Art, Music, P.E. to offer a broad course of study and To improve the quality of instructional programs the district will continue to offer a Pre-K/TK class with Highly Qualified Teacher.		

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$228,000	Amount	$310,000	Amount	$340,000
Source	LCFF, S/C	Source	LCFF, S/C	Source	LCFF, S/C
Budget Reference	Resource: 07200 Object Codes 1000's thru 3000's	Budget Reference	Resource: 07200 Object Codes 1000's thru 3000's	Budget Reference	Resource: 07200 Object Codes 1000's thru 3000's

Action   **7**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
#7 We realize the importance of having Highly Qualified and fully credentialed teachers appropriately assigned to every grade level. The District will cover Teacher Induction Program (TIP's) costs. As well as workshops to help new teachers become Highly Qualified		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$15,000	Amount	$15,000	Amount	$15,000
Source	LCFF, S/C	Source	LCFF, S/C	Source	LCFF, S/C
Budget Reference	Resource: 07200Major Object Codes 1000's thru 5000's	Budget Reference	Resource: 07200 Object Codes 1000's thru 5000's	Budget Reference	Resource: 07200 Object Codes 1000's thru 5000's

Action   8

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

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

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

OR

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

Students to be Served   ☒ English Learners   ☒ Foster Youth   ☒ Low Income

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
#8 We realize the importance of maintaining a 1:1 technology device (Chromebook, iPad,) to student ratio for our students. In order to maximize the use of these devices they need to be updated and replaced every 3-4 years. We will set aside money every year to accomplish this objective.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$17,500	Amount	$17,500	Amount	$17,500
Source	LCFF, S/C	Source	LCFF, S/C	Source	LCFF, S/C
Budget Reference	Resource: 07200 Object Codes 4000's	Budget Reference	Resource: 07200 Object Codes 4000's	Budget Reference	Resource: 07200 Object Codes 4000's

New	Modified	☒ Unchanged

Goal 2	*Every student will receive individualized educational opportunities as well as extended learning opportunities tailored to their individual needs and/or interests.*

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Local achievement data reveals that a significant number of students have gaps and skill deficiencies in reading and math.

Students also lack the background knowledge and vocabulary related to grade level content and concepts.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of students working at or above grade level in the K-5 Lexia adaptive reading program.	2016-2017 76% of students are working at or above grade level in the K-5 Lexia adaptive reading program.	78% of students will be working at or above grade level in the K-5 Lexia adaptive reading program. This will increase by 2%.	80% of students will be working at or above grade level in the K-5 Lexia adaptive reading program. This will increase by 2%.	82% of students will be working at or above grade level in the K-5 Lexia adaptive reading program. This will increase by 2%.
% of students working at or above grade level 6th-8th grades in the Reading Plus adaptive reading program.	2016-2017 52% of students are working at or above grade level 6th-8th grades in the Reading Plus adaptive reading program. This will increase by 2%.	54% of students will be working at or above grade level 6th-8th grades in the Reading Plus adaptive reading program. This will increase by 2%.	56% of students will be working at or above grade level 6th-8th grades in the Reading Plus adaptive reading program. This will increase by 2%.	58% of students will be working at or above grade level 6th-8th grades in the Reading Plus adaptive reading program. This will increase by 2%.
Fall %/Winter %/ Spring %) of students K-6 proficient on Dibels district Math assessments. 36% of 7th & 8th grade students working on grade level or above on the STAR Math	Fall 33%/Winter 33%/ Spring 24%) of students K-6 were proficient on Dibels district Math assessments. Fall, Winter and Spring will all increase by 2%, 36% of 7th & 8th grade students were working on grade level or above on the STAR Math	Fall 35%/Winter 35%/ Spring 26%) of students K-6 will be proficient on Dibels district Math assessments. Fall, Winter and Spring will all increase by 2%, 38% of 7th & 8th grade students will be working on grade level or above on the STAR Math	Fall 37%/Winter 37%/ Spring 28%) of students K-6 will be proficient on Dibels district Math assessments. Fall, Winter and Spring will all increase by 2%, 40% of 7th & 8th grade students will be working on grade level or above on the STAR Math	Fall 39%/Winter 39%/ Spring 30%) of students K-6 will be proficient on Dibels district Math assessments. Fall, Winter and Spring will all increase by 2%, 42% of 7th & 8th grade students will be working on grade level or above on the STAR Math Assessment. This will increase

Assessment. This will increase by 2%.	Assessment. This will increase by 2%.	Assessment. This will increase by 2%.	Assessment. This will increase by 2%.	by 2%.
< 90% of students will participate in outside the classroom experiences to deepen their learning of content connected to CCSS and 21st century skills.	< 90% of students will participate in outside the classroom experiences to deepen their learning of content connected to CCSS and 21st century skills..	< 90% of students will participate in outside the classroom experiences to deepen their learning of content connected to CCSS and 21st century skills.	< 90% of students will participate in outside the classroom experiences to deepen their learning of content connected to CCSS and 21st century skills.	< 90% of students will participate in outside the classroom experiences to deepen their learning of content connected to CCSS and 21st century skills.

PLANNED ACTIONS / SERVICES

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

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
#1 The District will purchase individualized adaptive based learning programs for all students to use in math and reading.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$25,000	Amount	$25,000	Amount	$25,000
Source	LCFF, S/C	Source	LCFF, S/C	Source	LCFF, S/C
Budget Reference	Resource: 07200 Object Codes 4000's thru 5000's	Budget Reference	Resource: 07200 Object Codes 4000's thru 5000's	Budget Reference	Resource: 07200 Object Codes 4000's thru 5000's

Action   **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
#2 The District realizes the need to support teachers and students in meeting the individualized learning needs of all students. Therefore, it is necessary to provide additional support through qualified instructional aides. Increased hours and additional instructional aides will be added.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$200,000	Amount	$210,000	Amount	$210,000
Source	LCFF, S/C	Source	LCFF, S/C	Source	LCFF, S/C
Budget Reference	Resource: 07200 Object Codes 1000's thru 3000's	Budget Reference	Resource: 07200 Object Codes 1000's thru 3000's	Budget Reference	Resource: 07200 Object Codes 1000's thru 3000's

Action   **3**

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

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

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

OR

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

Students to be Served   ☒ English Learners   ☒ Foster Youth   ☒ Low Income

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
#3 Stakeholders and District personnel realize the need for our students to have access to a broad course of study and have outside of classroom experiences to support vocabulary development and enrich their educational experience. Through collaboration, grade level teams plan appropriate experiences related to grade level content and standards.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$30,000	Amount	$30,000	Amount	$30,000
Source	LCFF, S/C	Source	LCFF, S/C	Source	LCFF, S/C
Budget Reference	Resource: 07200 Object Codes 4000s thru 5000's	Budget Reference	Resource: 07200 Object Codes 4000s thru 5000's	Budget Reference	Resource: 07200 Object Codes 4000s thru 5000's

Action **4**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
#4 Opportunities for learning beyond the traditional school year are vital to our students' educational experiences and successes. • Self Organized Learning Environment (SOLE) Summer Academies will be offered after the traditional school year has ended. • Adaptive learning programs. • Accelerated Reader Summer Program (Additional Library Hours).		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$55,000	Amount	$55,000	Amount	$55,000
Source	LCFF, S/C	Source	LCFF, S/C	Source	LCFF, S/C
Budget Reference	Resource: 07200 Object Codes 1000's thru 5000s	Budget Reference	Resource: 07200 Object Codes 1000's thru 5000s	Budget Reference	Resource: 07200 Object Codes 1000's thru 5000's

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
#5 The District will provide a programs/intervention/student services support coordinator to help with data analysis and aligning intervention services and programs to best support an individualized educational program for students.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$77,500	Amount	$80,000	Amount	$83,000
Source	LCFF, S/C	Source	LCFF, S/C	Source	LCFF, S/C
Budget Reference	Resource: 07200 Object Codes 1000's thru 3000's	Budget Reference	Resource: 07200 Object Codes 1000's thru 3000's	Budget Reference	Resource: 07200 Object Codes 1000's thru 3000's

☐ New	☐ Modified	☒ Unchanged	

Goal 3

Improve participation, increase learning opportunities and fully engage parents in the education of their students.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Parent surveys indicate an insufficient outreach for classroom participation.

There are limited learning opportunities available for parents.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent survey question (2A) indicates that % of of parents have been asked to participate in the classroom.	2016-2017 Parent survey question (2A) indicates that 41% of parents have been asked to participate in the classroom.	Parent survey question (2A) will indicate that 41% of parents have been asked to participate in the classroom. This will increase by 3%.	Parent survey question (2A) will indicate that 44% of parents have been asked to participate in the classroom. This will increase by 3%.	Parent survey question (2A) will indicate that 47% of parents have been asked to participate in the classroom. This will increase by 3%.
Current participation in parent conferences %.	2016-2017 Current participation in parent conferences is 88%.	Current participation in parent conferences >=85%.	Current participation in parent conferences >=85%.	Current participation in parent conferences >=85%.
Parent survey question (3A) indicates % of parents have helped in their child's school.	2016-2017 Parent survey question (3A) indicates 46% of parents have helped in their child's school.	Parent survey question (3A) will indicate 46% of parents have helped in their child's school. This will increase by 3%.	Parent survey question (3A) will indicate 49% of parents have helped in their child's school. This will increase by 3%.	Parent survey question (3A) will indicate 52% of parents have helped in their child's school. This will increase by 3%.
% of parents participated in an adult learning opportunity.	2016-2017 60% of parents participated in an adult learning opportunity.	>=50% of parents participated in an adult learning opportunity.	>=50% of parents participated in an adult learning opportunity.	>=50% of parents participated in an adult learning opportunity.
% of family contacts with parents by Community Liaison/Social worker.	Community Liaison/Social worker Contact log indicates 54% of parents have received direct services.	Community Liaison/Social worker Contacts will be maintained at >=50%.	Community Liaison/Social worker Contacts will be maintained at >=50%.	Community Liaison/Social worker Contacts will be maintained at >=50%.

Parents of Exceptional needs students will be identified and asked to participate in their child's classroom. Baseline data.	Parents of Exceptional needs students will be identified and asked to participate in their child's classroom. Baseline data.	Parents of Exceptional needs students will be identified and asked to participate in their child's classroom. Baseline data.	Parents of Exceptional needs students will be identified and asked to participate in their child's classroom. Baseline data.	Parents of Exceptional needs students will be identified and asked to participate in their child's classroom. Baseline data.

PLANNED ACTIONS / SERVICES

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

Action   **1**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
#1 The District will send out quarterly newsletters in English and Spanish to inform parents and invite them to participate in upcoming events both in the classroom and school sponsored events As well as develop an app for the school to help distribute information and notifications to parents.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$15,000	Amount	$5,164	Amount	$5,192
Source	LCFF, S/C	Source	LCFF, S/C	Source	LCFF, S/C
Budget Reference	Resource: 07200 Major Object Codes 4000's thru 5000's	Budget Reference	Resource: 07200 Major Object Codes 4000's thru 5000's	Budget Reference	Resource: 07200 Major Object Codes 4000's thru 5000's

Action   **2**

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

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

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

OR

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

Students to be Served ☒ English Learners   ☒ Foster Youth   ☒ Low Income

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
#2 The District will continue to provide a bilingual community liaison/Social Worker to reach out to parents in the community.		

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$62,000	Amount	$65,000	Amount	$68,000
Source	LCFF, S/C	Source	LCFF, S/C	Source	LCFF, S/C
Budget Reference	Resource: 07200 Major Object Codes 1000's thru 3000's	Budget Reference	Resource: 07200 Major Object Codes 1000's thru 3000's	Budget Reference	Resource: 07200 Major Object Codes 1000's thru 3000's

Action   **3**

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

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

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

OR

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

Students to be Served ☒ English Learners   ☒ Foster Youth   ☒ Low Income

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
#3 The District will offer Parent Involvement and Engagement classes. The Parent Institute for Quality Education (PIQE) will continue to provide classes that educate parents on how to be involved in the school.		

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	Resource: 07200 Major Object Codes 4000's thru 5000's	Budget Reference	Resource: 07200 Major Object Codes 4000's thru 5000's	Budget Reference	Resource: 07200 Major Object Codes 4000's thru 5000's

Action   **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☐ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

OR

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
#4 Pleasant View will provide a variety of opportunities for parents to be involved in Adult Learning as well as the decision making process and field trips for families to help parents engage their children in the learning process.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$20,000	Amount	$20,000	Amount	$20,000
Source	LCFF, S/C	Source	LCFF, S/C	Source	LCFF, S/C
Budget Reference	Resource: 07200 Major Object Codes 4000's thru 5000's	Budget Reference	Resource: 07200 Major Object Codes 4000's thru 5000's	Budget Reference	Resource: 07200 Major Object Codes 4000's thru 5000's

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
#5 Pleasant View will also allocate resources to partner with Save the Children to provide personnel and resources to parents and families with children 0-5.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$12,000	Amount	$12,000	Amount	$12,000
Source	LCFF, S/C	Source	LCFF, S/C	Source	LCFF, S/C
Budget Reference	Resource: 07200 Major Object Codes 4000's thru 5000's	Budget Reference	Resource: 07200 Major Object Codes 4000's thru 5000's	Budget Reference	Resource: 07200 Major Object Codes 4000's thru 5000's

	New		Modified		☒ Unchanged

# Goal 4	*In order for students to reach their full potential, the District will closely align facilities with their vision for learning and create a climate for students that are clean, healthy, engaging and emotionally and physically safe.*

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

District needs to more closely align its vision with learning with facilities, and also improve mental and health related services.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School attendance rates will be maintained	School attendance rate for 2016-2017 was 96%.	School attendance rates will be maintained at, least >=94%.	School attendance rates will be maintained at, least >=94%.	School attendance rates will be maintained at, least >=94%.
Pupil suspension rates	2016-17 Pupil suspension rates were .004%	Pupil suspension rates will be maintained at 3% or fewer	Pupil suspension rates will be maintained at 3% or fewer	Pupil suspension rates will be maintained at 3% or fewer
Pupil expulsion rates	Pupil expulsion rates were 0%	Pupil expulsion rates will be maintained at less than 1%	Pupil expulsion rates will be maintained at less than 1%	Pupil expulsion rates will be maintained at less than 1%
The chronic absenteeism rate.	The chronic absenteeism rate was .002%	The chronic absenteeism rate will be maintained at 1% or fewer.	The chronic absenteeism rate will be maintained at 1% or fewer.	The chronic absenteeism rate will be maintained at 1% or fewer.
Establish baseline on student self-efficacy survey.	Establish baseline on student self-efficacy survey.	Set Baseline Data based on results from Survey.	2% increase from 2017-2018 of students reporting high self efficacy.	2% increase from 2018-2019 of students reporting high self efficacy.
% of those surveyed will report feeling safe at school.	2016-2017 90% of students reported feeling safe at school.	92% of students will report feeling safe at school. This will be maintained at >=92%.	92% of students will report feeling safe at school. This will be maintained at >=92%.	92% of students will report feeling safe at school. This will be maintained at >=92%.
% School psychologist provided direct services to students.	Psychologist direct services to students will be >=15%.	Psychologist direct services to students will be >=15%.	Psychologist direct services to students will be >=15%.	Psychologist direct services to students will be >=15%.

The District will maintain a score of good or better on the annual William's Visit.	The District will maintain a score of good or better on the annual William's Visit.	The District will maintain a score of good or better on the annual William's Visit.	The District will maintain a score of good or better on the annual William's Visit.	The District will maintain a score of good or better on the annual William's Visit.
The District will maintain a 0% middle school drop out rate.	2016-17 middle school dropout rate was 0%	The District will maintain a 0% middle school drop out rate.	The District will maintain a 0% middle school drop out rate.	The District will maintain a 0% middle school drop out rate.

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

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
#1 The District will continue to provide a psychologist on staff full time to meet the emotional and behavioral needs of students.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$128,500	Amount	$132,000	Amount	$135,000
Source	LCFF, S/C	Source	LCFF, S/C	Source	LCFF, S/C
Budget Reference	Resource: 07200 Major Object Codes 1000's thru 3000's	Budget Reference	Resource: 07200 Major Object Codes 1000's thru 3000's	Budget Reference	Resource: 07200 Major Object Codes 1000's thru 3000's

Action   **2**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
#2 The District will continue to add and modernize facilities to align with the Districts' vision for collaborative teaching and learning. The vision includes hands-on and authentic student-driven learning experiences. These modern facilities will include space and furniture that is conducive to creative and nontraditional learning opportunities.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$174,085	Amount	$125,000	Amount	$125,000
Source	LCFF, S/C	Source	LCFF, S/C	Source	LCFF, S/C
Budget Reference	Resource: 07200 Major Object Codes 7000s	Budget Reference	Resource: 07200 Major Object Codes 7000s	Budget Reference	Resource: 07200 Major Object Codes 7000s

Action   3

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

| Students to be Served | ☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____ |
| Location(s) | ☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____ |

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
#3 The District will continue to find ways to increase the safety and security of staff and students on campus, in well-maintained facilities. Our campuses are located in a rural area and the district will add Security cameras to provide an additional layer of security for the campus after hours and on weekends.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$5,000	Amount	$6,000	Amount	$5,000
Source	LCFF, S/C	Source	LCFF, S/C	Source	LCFF, S/C
Budget Reference	Resource: 07200 Major Object Codes 4000s	Budget Reference	Resource: 07200 Major Object Codes 4000s	Budget Reference	Resource: 07200 Major Object Codes 4000s

Action   **4**

<table>
<tr><td colspan="4">For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students to be Served</td><td>☐ All</td><td>☐ Students with Disabilities</td><td>☐ [Specific Student Group(s)]_____</td></tr>
<tr><td>Location(s)</td><td>☐ All schools</td><td>☐ Specific Schools:_____</td><td>☐ Specific Grade spans:_____</td></tr>
</table>

OR

<table>
<tr><td colspan="4">For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students to be Served</td><td>☒ English Learners</td><td>☒ Foster Youth</td><td>☒ Low Income</td></tr>
<tr><td>Scope of Services</td><td>☐ LEA-wide</td><td>☒ Schoolwide   **OR**</td><td>☐ Limited to Unduplicated Student Group(s)</td></tr>
<tr><td>Location(s)</td><td>☒ All schools</td><td>☐ Specific Schools:_____</td><td>☐ Specific Grade spans:_____</td></tr>
</table>

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
#4 The District will maintain its Tech Support AV Specialist position		

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$26,000	Amount	$26,000	Amount	$26,000
Source	LCFF, S/C	Source	LCFF, S/C	Source	LCFF, S/C
Budget Reference	Resource: 07200 Major Object Codes 1000's thru 3000's	Budget Reference	Resource: 07200 Major Object Codes 1000's thru 3000's	Budget Reference	Resource: 07200 Major Object Codes 1000's thru 3000's

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
#5 The District will have two .50 FTE part time health clerks to better support the well being and health needs of students		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$41,000	Amount	$43,000	Amount	$45,000
Source	LCFF, S/C	Source	LCFF, S/C	Source	LCFF, S/C
Budget Reference	Resource: 07200 Major Object Codes 1000's thru 3000's	Budget Reference	Resource: 07200 Major Object Codes 1000's thru 3000's	Budget Reference	Resource: 07200 Major Object Codes 1000's thru 3000's

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
#6 The District will employ Library Aides to better support students and teachers in accessing the library and its services. The District will also set aside money to update our library with new books		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$52,500	Amount	$55,000	Amount	$57,500
Source	LCFF, S/C	Source	LCFF, S/C	Source	LCFF, S/C
Budget Reference	Resource: 07200 Major Object Codes 1000's thru 3000's	Budget Reference	Resource: 07200 Major Object Codes 1000's thru 3000's	Budget Reference	Resource: 07200 Major Object Codes 1000's thru 3000's

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
#7 The district will set aside a reserve of LCAP funds to provide the resources for a future Multi-Purpose facility for the school and community as well as equipment for facilities.		

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$0	Amount	$0	Amount	$0
Source	LCFF, S/C	Source	LCFF, S/C	Source	LCFF, S/C
Budget Reference	Resource: 07200 Major Object Codes 4000's thru 6000's	Budget Reference	Resource: 07200 Major Object Codes 4000's thru 6000's	Budget Reference	Resource: 07200 Major Object Codes 4000's thru 6000's

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

| Estimated Supplemental and Concentration Grant Funds: | $ 1,382,085 | Percentage to Increase or Improve Services: | 38.85 % |

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).

Pleasant View Elementary School District has demonstrated the district is meeting its minimum proportionality requirement by expenditure of the total 2017-2018 Supplemental and Concentration grant funding for qualifying purposes. T he district will be adding additional hours to the Community Liaison / Social Worker to provide additional and improved services for our low income, EL, and FY students and their families. The district will be adding a Intervention/Programs/Student Services Coordinator position to better align additional educational opportunities for students to improve the services offered to our low income, EL and FY students. The district will also offer extended learning opportunities to parents of our low income, EL and FY students to provide them with learning experiences to enhance their own child's learning. The District will be utilizing the Supplemental Concentration Grant funds in a variety of ways. The District will be adding learning opportunities beyond the school year with a Summer Academy. The Supplemental Concentration Grant funds are being allocated District-wide

Currently the demographics of the district indicate that 100% of the district's students are qualified for Free & Reduced meals. Also, 69% of the district students are English Learners. Given the large group of Low Income students, all district goals are designed to close the achievement gap and meet the needs of these targeted students. By implementing goals and programs to close the achievement gap for these students. At the heart of the district's goals is a personalized learning approach to teaching all of our students district-wide. It is the best approach for catapulting our high-risk students and English Learners forward. Each student in the district has an individual personalized learning plan based on their individual strengths and needs. By providing these services Schoolwide, we are able to reach and serve the populations that generated the funds. Our school operates under a Schoolwide Title 1 program. See (Attachment A) (Attachment B)

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

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

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
  A. Working with the county child welfare agency to minimize changes in school placement
  B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
  C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
  D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
  A. Local priority goals; and
  B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

   (2) The total number of cohort members.

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

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

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

   (2) The total number of cohort members.

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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

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