

LCAP Year  2017–18  2018–19  2019–20

# Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Waukena Joint Union Elementary School		
Contact Name and Title	Terri Lancaster Superintendent	Email and Phone	terril@waukena.k12.ca.us (559) 686-3328

## 2017-20 Plan Summary

### THE STORY

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

Waukena Joint Union Elementary School covers approximately fifty square miles and serves between 220-240 students in grades K-8. Our student population consists of 87% socioeconomically disadvantaged students, 79% Hispanic/Latino, and 59% English Learners. Our school provides a thorough and complete curriculum in the areas of language arts, mathematics, history, and science. Waukena School's vision for our students is that they will be fully prepared for high school, then for either the work world or college in a society increasingly dependent on technology. Our motto, "Building Mind, Body, and Spirit", communicates the belief in promoting moral excellence just as academic excellence is promoted. As a rural single school district, Waukena Joint Union Elementary relies on standards-based instruction and data-driven benchmark assessments to ensure academic growth for all students. Under the previous state testing, Waukena Elementary achieved Safe Harbor in all sub groups, and was awarded the County 'TORCH' award, for achieving and maintaining student success. The most recent CAASPP testing has shown Waukena School scoring as other similar small schools in Tulare County. With our staff and community working together, we expect sustained growth in student achievement. Safety is foremost, with a fair and consistent discipline policy in place, which is understood and supported by staff, students, and parents. We welcome parents in classrooms as volunteers and regularly welcome parent participation in school activities. We are dedicated to student success and as a community we will reach our goals.

### LCAP HIGHLIGHTS

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

The key features of this year's LCAP include:

- continued commitment of resources to move forward with the initial success of "Guided Reading" in grades Kindergarten to Third,
- continued commitment of time and materials to increase the redesignation rate of our English Learners,
- movement toward improving facilities and building of library after significant delays in preparation and planning.

## REVIEW OF PERFORMANCE

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

The District is proud of the significant growth toward reading achievement in grades Kinder through Third grade with implementation of "Guided Reading" strategies. Kinder gained 40% points, First 5% points, Second 12% points, and Third 1% point. Additionally, progress for English Learners and Socioeconomic Disadvantaged groups were maintained.

## GREATEST PROGRESS

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

The greatest needs include maintaining and improving the achievement in Math, where all groups declined, English Language Arts, where decline was less than Math, however still in need of improvement. To address the concern for Math, the District will implement a new strategy for Math, 'Accelerated Math', as well as provide targeted Math training by increased consultant days and staff development. For English Language Arts, the District will continue the 'Guided Reading' strategy, as well as continue to provide targeted English Language Arts and English Language Development training and staff development. Our Suspension and Expulsion data did not improve as expected, due to two suspensions and one expulsion. The District will work to provide students and families information on school discipline policies, with positive behavior and attendance recognition. To address English learner language acquisition, teachers are designating teaching time to our English learners in order to better address their needs.

## GREATEST NEEDS

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

According to the LCFF Evaluation Rubrics, Waukena Joint Union Elementary did not have any performance gaps where any student group was two or more performance levels below the "all student" performance. We will continue the implementation of current programs, such as Guided Reading, Accelerated Reader, and Lexia, as well as implement new strategies, such as Accelerated Math, to show steady growth over time for all student groups.

## 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.

Waukena Joint Union Elementary will increase or improve services for low-income students, English learners, and foster youth by the continuation of the services addressed in the needs section: the implementation of a new strategy for Math, 'Accelerated Math', providing targeted Math training by increased consultant days and staff development, the continuation of the 'Guided Reading' strategies with increased targeted consultant training, as well as continue to provide targeted English Language Arts/English Language Development training and staff development.

## 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	\$2,822,268.00
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$404,772.00

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.

Salaries and benefits for Administrative, Certificated, and Classified other than some classroom aides are the main categories of non-LCAP General Fund expenditures.

\$2,265,862.00

Total Projected LCFF Revenues for LCAP Year

# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 1

Improve student achievement in English Language Arts and Mathematics

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

1. Training of staff will continue as needed until all staff have needed training on new standards.
2. Students reading at or above grade level will increase by 5%. Using benchmarks, currently K-8 52% of students meet or exceed grade standards. By the end of 2017, 57% of students will meet or exceed grade level standards in ELA.
3. Students performing math skills at or above grade level will increase by 3%. Using benchmarks, currently 46% of students meet or exceed grade level standards in Math. By the end of 2017, 49% of students will meet or exceed grade level standards in math.
4. CAASPP results from the baseline of 2014-15 testing will be compared to results from the 2015-16 year, and data will be analyzed.
5. Increased time teaching time in Science will continue.
6. Maintain 100% appropriately assigned teachers.
7. Maintain 100% students having standards-aligned materials.

#### ACTUAL

1. Training began in July before school started and continued throughout the school year in ELA, ELD, Math, and Science. In ELA, kinder through second received six days, and the remaining grades received two days of ELA training for any teacher who was teaching a new grade level than the previous year. In Math, grades K-8 had multiple training days for each grade level. Lastly, in Science six teachers received a two-day training in the new Science standards.
2. Percentages of students reading at or above grade level did not increase as anticipated, as based on district benchmarks for the 2016-2017 school year. In ELA for 2015-2016, 38% of students Met or Exceeded the standards, a 3% decrease from 2014-2015.
3. Percentage of students performing math skills at or above grade level did not increase as anticipated, as based on district benchmarks for the 2016-2017 school year. In Math for 2015-2016, 31% of students Met or Exceeded the standards, a 2% decrease from 2014-2015
4. After CAASPP 2015-16, data was analyzed in comparison to 2014-2015, it was noted that Waukena performed at a similar level as other surrounding small schools. Even though there was an overall decrease in ELA and Math, within the areas of ELA, the school made gains from the previous year; in Reading, Writing, and Research/Inquiry, the overall percentage of students who Met or Exceeded standards increased from the previous year's percentage. In Math, there were decreases in all areas. Looking at specific data from the areas and also grade specific scores has given valuable information about where the needs are for Waukena students.



5. Increased teaching time in Science was in place, teachers were properly assigned, and all students had instructional materials except for Science. Science textbooks have not been adopted by the state yet, as the anticipated adoption will be in 2018, but the District will purchase materials that will match current new Science standards.

6. 100% of teachers were appropriately assigned.

7. 100% of students had standards based 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**  
 The district provides highly qualified staff and training for those who have incomplete training in the latest state standards ensuring increased student achievement in English Language Arts, ELD, and Mathematics.

**ACTUAL**  
 All teachers attended training that was specific to their needs as a teacher: new teachers received all available training in ELA and Math; returning teachers attended any training that was required for their grade level in Math and ELA, for example, any teacher that moved to a new grade level for the 2016-2017 school year or any teacher who did not receive training the previous school year for various reasons. In total for all teachers, there were eight (8) training days in ELA and 24 days for Math.  
  
 ELD training is addressed in Goal 4, Action 1.

Expenditures

**BUDGETED**  
 2500.00 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration

**ESTIMATED ACTUAL**  
 25125.00 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration

Action **2**

Actions/Services

**PLANNED**  
 The district will provide three classified staff to support teaching of new standards and provide intervention to students

**ACTUAL**

in Mathematics, English Language Arts, and ELD to all identified students in need, including English Learners. This staff will work closely with certificated staff and provide training when needed.

The district provided six (6) instructional aides to support teaching of new standards and provide intervention to students in Mathematics and ELD.

Expenditures

**BUDGETED**  
81,834.00 2000-2999: Classified Personnel Salaries Supplemental and Concentration

**ESTIMATED ACTUAL**  
119980.80 2000-2999: Classified Personnel Salaries Supplemental and Concentration

Action **3**

Actions/Services

**PLANNED**  
The district provides the most up to date hardware so that students will have access to internet resources and support achievement in core subject areas. This will include maintenance of mobile computer carts for use by students in preparation for SBAC CAASPP state assessments.

**ACTUAL**  
The district purchased 44 laptop computers and 2 charging carts for students to access to internet resources and use for district benchmark testing and end of the year CAASPP state assessments. In addition to the laptop computer and 2 charging carts, headphones and mice were also purchased so there is a 1:1 ratio of laptops to headphones and mice. The headphones and mice are needed to complete both CAASPP Interim Assessments and the Summative Assessments, as well as other classroom usage for projects and research.

Expenditures

**BUDGETED**  
15,000.00 4000-4999: Books And Supplies Supplemental and Concentration

**ESTIMATED ACTUAL**  
42879.00 4000-4999: Books And Supplies Supplemental and Concentration

Action **4**

Actions/Services

**PLANNED**  
The district will maximize computer use by students, which will raise achievement, and reduce down time of those computers. The district will contract with a technology consultant approximately 3 days per month to support the on-site librarian/computer tech.

**ACTUAL**  
The District utilized the services of the technology consultant 2.25 days per month. With these days used, the computers were serviced more frequently, which allowed students to utilize the computers on a regular basis. Also with the consultant's help, the wireless capacity was strengthened with the use of additional routers, which allowed for more of the computers to be using the internet at the same time without extreme lag time. This proved helpful when using the laptop computers for CAASPP Interim Assessments and the Summative Assessments, which gave us the capability to test multiple classrooms at a time which then shortened the amount of class time we needed to take away for testing purposes.

Expenditures	<p><b>BUDGETED</b> 14000.00 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration</p>	<p><b>ESTIMATED ACTUAL</b> 12609.00 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration</p>
Action	<h1>5</h1>	
Actions/Services	<p><b>PLANNED</b> The district will provide additional time and state standards aligned instructional materials and supplemental items.</p>	<p><b>ACTUAL</b> Additional time was built into the teaching day, as demonstrated on lesson plans.</p> <p>Instructional materials for ELA and ELD - the district adopted new curriculum: Wonders for K-5, and CA Collections for 6-8. Instructional materials and supplemental items for each program were purchased.</p> <p>Instructional and supplemental materials for Math and Science are addressed in Goal 2, Action 2.</p>
Expenditures	<p><b>BUDGETED</b> 50,000.00 4000-4999: Books And Supplies Base</p>	<p><b>ESTIMATED ACTUAL</b> 29,344 4000-4999: Books And Supplies Supplemental and Concentration</p>
Action	<h1>6</h1>	
Actions/Services	<p><b>PLANNED</b> A curriculum coach will be compensated for additional time to collaborate with teachers and analyze data from CAASPP base year data and current year data, allowing for instructional discussion for all students.</p>	<p><b>ACTUAL</b> The District hired a curriculum coach. She served as our test coordinator, scheduled all district benchmark assessments, CAASPP Interim and Summative Assessments, and analyzed all school data. Data was presented at all parent group meetings, district board meetings, and staff meetings. She also collaborated with teachers to ensure that teachers and students had all needed instructional materials in the areas of Guided Reading and Number Talks, which were areas of focus in ELA and Math. She followed up with observations of Guided Reading and Number Talks with the county consultants. Included in the estimated actual are additional training that the district felt was needed for the curriculum coach.</p>
Expenditures	<p><b>BUDGETED</b> 3,000.00 1000-1999: Certificated Personnel Salaries Supplemental and Concentration</p>	<p><b>ESTIMATED ACTUAL</b> 3000.00 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration</p>

ANALYSIS

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

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

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

Five of the seven actions were substantially completed. The full number of days for use of our computer consultant was not fully utilized. In order to schedule days when needs arose, we found that the full budgeted number of days was not necessary, and part of instructional and supplemental material purchase will occur in the 17-18 school year.

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

The overall effectiveness of the actions/services to achieve the articulated goal were not sufficient as planned, shown by the data from district benchmark assessments. Many variables exist, such as attendance issues, that affect student achievement, so the District will continue to work to improve student achievement. With new teachers, who are still on Short Term Staff Permits/Intern contracts and being out of the classroom for training, the effect was not fully recognized on benchmarks or local assessments. The effectiveness has yet to be seen for students in grades 3-8 who took the CAASPP Summative Assessments, and so the effect will be measured once those scores have been received. However, Guided Reading has been proven effective (use of instructional aides to tutor) as the comparison of the beginning of the year data to end of the year data has shown an increase of students who are on grade level in their reading fluency, from 58% to 73%; this increase has also been reflected through an increase of students who are on grade level in Accelerated Reader scores as well, from 25% to 36%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Purchase of instructional and supplemental materials was the only category where a substantial difference existed, and the difference was due to purchase of some materials being postponed to the end of the school year. Computer consultant support was slightly less than planned, but all other actions incurred higher spending than originally planned for.

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.

This Goal, Goal 1, is being combined with Goal 2. Stakeholders are supportive of the combination due to overlapping and similar actions.

# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 2

Fully implement Common Core State Standards by continuing to train teachers and staff in English Language Arts, Math, Science, and History/SS CCSS until all teachers are fully trained.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

- New teachers will begin CCSS training and remaining teachers who have incomplete training in CCSS in ELA and Math will continue their training
- Initial CCSS training in ELA and Math for new teachers will begin within the first quarter of the year.
- As teachers complete Math and ELA training, CCSS training in areas of Science and History/SS will begin.

#### ACTUAL

Ttraining was conducted beginning in July before school started and continued throughout the school year in ELA, ELD, Math, and Science. In ELA, kinder through second received six days (two including 'Guided Reading' strategies, and two for ELD training), and the remaining grades received two days of ELA training for any teacher who was teaching a new grade level than the previous year. In Math, grades K-8 received a total of 24 days as the CCSS Math training had multiple training days for each grade level. Lastly, in Science six teachers received a two-day training in the new Science standards (NGSS).

### 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

Teachers and support staff will continue to attend training in the core academic areas of ELA, Math, Science, and History/Social Studies until completely trained.

#### ACTUAL

All teachers received appropriate training in ELA and Math; Goal 1, Action 1 funds were used. Six (6) teachers attended a two-day Science training during the summer months. Additionally, three (3) certificated staff

		<p>attended a training on the CA Science Test (CAST); Goal 2, Action 1 funds were used. The district did not train any teachers in History/Social Studies this year due to limited offerings.</p>
Expenditures	<p><b>BUDGETED</b> 4000.00 1000-1999: Certificated Personnel Salaries Supplemental and Concentration</p>	<p><b>ESTIMATED ACTUAL</b> 2045.00 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration</p>

Action **2**

Actions/Services	<p><b>PLANNED</b> The district will ensure that instructional materials will be purchased to support student achievement in all content courses.</p>	<p><b>ACTUAL</b></p> <ul style="list-style-type: none"> <li>• New Science lab materials to enhance current Science curriculum</li> <li>• Additional Guided Reading books (Rigby Readers) to accommodate the need of higher leveled books for students</li> <li>• Number Talks: materials for all teachers K-8 in order to successfully implement the Number Talks program as directed by the Math TCOE consultant (Number Talks teachers' manual/book, ten-frame paddles for K-3 teachers)</li> <li>• Accelerated Reader</li> </ul>
Expenditures	<p><b>BUDGETED</b> 25000.00 4000-4999: Books And Supplies Supplemental and Concentration</p>	<p><b>ESTIMATED ACTUAL</b> 7,343.00 4000-4999: Books And Supplies Supplemental and Concentration</p>

ANALYSIS

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

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

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

The overall implementation of the actions/services were completed as planned to achieve the articulated goal except where otherwise stated above in the Actual Action/Service.

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

The overall effectiveness of the actions/services to achieve the articulated goal were not sufficient as planned, shown by the data from district benchmark assessments. Many variables exist, such as attendance issues, that affect student achievement, so the District will continue to work to improve student achievement. With new teachers, who are still on Short Term Staff Permits/Intern contracts and being out of the classroom for training, the effect was not fully recognized on benchmarks or local assessments. The effectiveness has yet to be seen for students in grades 3-8 who took the CAASPP Summative Assessments, and so the effect will be measured once those scores have been received. However, Guided Reading has been proven effective as the comparison of the beginning of the year data to end of the year data has shown an increase of students who are on grade level in their reading fluency, from 58% to 73%; this increase has also been reflected through an increase of students who are on grade level in Accelerated Reader scores as well, from 25% to 36%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The cost of instructional materials came in lower than anticipated.

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.

Goal 1 and Goal will be combined into one goal for the 2017-18 LCAP. Stakeholder groups support the combination, due to the overlap of actions.

# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 3

Create and maintain a positive school learning environment in order to improve learning and engage students and parents to improve student attendance.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

1. The attendance rate will improve 1% from 96% to 97%.
2. The library building will be built, and books/materials will be purchased.
3. Parent/staff/student surveys will be mailed to parents soliciting input on increased services for unduplicated pupils and exceptional needs students. Surveys taken at parent meetings will show increased satisfaction from the library plans and improved facilities.
4. Williams FIT will verify facilities rating Good in 6 of 8 categories
5. Dropout and expulsion goal: Return to 0 students from 1 student.
6. Suspension, less than 4 students per year goal
7. Chronic Absenteeism percentage is at 11% for 15-16 and need to be addressed to reduce loss of instructional time.

#### ACTUAL

1. The attendance rate has not improved, but also has not fallen to a lower rate. It has remained at 96%.
2. The library building was not built due to an on-going list of legal roadblocks, the most recent discovery that before any project can begin, a flood control 'plan' to mitigate problems that could be caused by the possibility of a one hundred or a five hundred year flood.
3. Discussion surveys continue as a topic of concern/wish list for improved facilities. Surveys were not mailed home.
4. Williams rating was Good.
5. Expulsion goal remained not met, as the District had an expulsion in the 2016-17 year, but Suspension remained below 4 students., with only 1 student being suspended. There were no drop outs.
6. Chronic absenteeism increase by 1%, even with support from our school nurse working with parents.

### 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

<p>Actions/Services</p>	<p><b>PLANNED</b> The district provides additional contracted Health Services days in order to work with parents whose students are chronically absent, or have health issues, which affect school attendance.</p>	<p><b>ACTUAL</b> The district contracted the additional Health Service Days, (making for a total of twenty days), and the school nurse made contact with parents whose children missed days of school, particularly those whose parents just said their children did not "feel well".</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> 5000.00 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration</p>	<p><b>ESTIMATED ACTUAL</b> 4998.00 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration</p>

Action **2**

<p>Actions/Services</p>	<p><b>PLANNED</b> The district will employ an additional maintenance and/or combination bus driver position in order to provide a safe, clean and motivating environment.</p>	<p><b>ACTUAL</b> The district has employed an additional maintenance person to help provide a safe and clean learning environment for the students.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> 59,584.00 2000-2999: Classified Personnel Salaries Supplemental and Concentration</p>	<p><b>ESTIMATED ACTUAL</b> 33677.52 2000-2999: Classified Personnel Salaries Supplemental and Concentration</p>

Action **3**

<p>Actions/Services</p>	<p><b>PLANNED</b> The district creates a fully functioning library/media center as requested by stakeholders, providing full access by all students of library services. Initial purchases to include purchase of books.</p>	<p><b>ACTUAL</b> The District was prevented being able to build the library. In addition to other issues, discovery of ADA issues, and the slow down of progress due to needing a 'mitigation' plan because of the discovery of location of the flood plain in the event of a one hundred year or five hundred year flood. Additionally, with all rooms on campus being used, there is no storage area for purchase of books.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> 5000.00 4000-4999: Books And Supplies Base</p>	<p><b>ESTIMATED ACTUAL</b> 0</p>

Action **4**

<p>Actions/Services</p>	<p><b>PLANNED</b> Employment of a part time library/computer aide to improve attendance, chronic absenteeism and engage students who do not have access to a city library.</p>	<p><b>ACTUAL</b> Due to a slow down in the progress of the library, the employment of a part time library aide did not occur, so the District assigned a bus driver to fill in, effectively meeting this action for part of the year.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> 19998.00 2000-2999: Classified Personnel Salaries Supplemental and Concentration</p>	<p><b>ESTIMATED ACTUAL</b> 0</p>

Action **5**

<p>Actions/Services</p>	<p><b>PLANNED</b> Upgrade all school facility to allow ADA access; ground improvement to make room for library building on site.</p>	<p><b>ACTUAL</b> The school architect has began drawing plans to begin the ADA work and other modernization needs, however no upgrades have been completed due to a new issue of addressing the District being in a flood plain, which requires a mitigation plan.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> 220,000.00 6000-6999: Capital Outlay Supplemental and Concentration</p>	<p><b>ESTIMATED ACTUAL</b> 0</p>

**ANALYSIS**

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

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

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Three of the five planned actions were not completed due to ADA issues and a number of unexpected requirements pertaining to planning for the building on the new library.</p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>The lack of completeness on actions have resulted in a postponement of work; therefore actions are ineffective. The custodian has been able to maintain the school and grounds to a higher degree, and there has been expressed satisfaction the nurse will continue to work with chronically absent students.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>The project was delayed due to issues that have to be addressed prior to the start of any construction, therefore only funds for the additional days of nurse service were utilized. Because a bus driver filled in as library aide for part of a year, no funds were expended; again, showing a large difference in budget spending.</p>
<p>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.</p>	<p>There will be no changes, as expected outcomes remain incomplete.</p>

# Annual Update LCAP Year Reviewed: 2016-17

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

## Goal 4

Improve the rate at which our English Learners are acquiring the English Language by providing academic support for teaching of new standards and providing supplemental sources of intervention such as one on one or small group tutoring, and use of high interest computer programs that are research based and shown to improve the rate of learning English.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Percentage of English learners improving will increase by 1%, toward a goal of 2% making goal. Reclassify 4% of EL, meeting local criteria.

#### ACTUAL

The percentage of English Learners increasing achievement on the CELDT was 4.5-5 %, (goal was 1% increase) and the reclassification rate was 10%, exceeding the goal of 4%.

### 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	<b>1</b>		
Actions/Services		<b>PLANNED</b> New teachers will complete ELD standards training in order to provide English learners with access to the CCSS ensuring student language proficiency.	<b>ACTUAL</b> New teachers completed the two days of ELD training.
Expenditures		<b>BUDGETED</b> 500.00 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration	<b>ESTIMATED ACTUAL</b> 625.00 5800: Professional/Consulting Services And Operating Expenditures Supplemental
Action	<b>2</b>	<b>PLANNED</b>	<b>ACTUAL</b>
Actions/Services		[Empty]	[Empty]

Teachers and/or Instructional aides will continue to instruct students on purchased high interest computer programs or engaging small group instruction to help students to continue moving toward fluency in English ensuring students meet the local reclassification criteria.

Students were given individual instruction on computer program, Lexia; a 5-year contract for Lexia was purchased in 2015-2016. No additional costs occurred for Lexia for the 2016-2017 school year.

One-on-one and small group interventions took place daily with the teaching of Designated ELD using the purchased ELD curriculum: Wonders for K-5 and CA Collections for 6-8; funds from Goal 1, Action 5 were used.

**BUDGETED**

5000.00 4000-4999: Books And Supplies Supplemental and Concentration

**ESTIMATED ACTUAL**

0

Expenditures

**ANALYSIS**

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

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

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

Overall implementation was successful in achieving the goal, as all actions/services were completed.

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

Overall effectiveness was reached, as improvement of English learners on their CELDT was approximately 4.5-5% improvement, and reclassification rate was 10%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences.

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

No changes will be made to this goal, as the District will continue to work with English Learners to continue to improve the rate at which our ELs acquire the English Language.

# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 5

Maintain and improve the condition of school facilities.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

1. Achieve a score of Good on 6 of 8 categories on the FIT report.
2. Build electrical capacity for new air conditioning units.
3. Replace 3 coolers with air conditioners.
4. Review student achievement & attendance data

#### ACTUAL

1. FIT report. A score of Good was received on 7 of 8 categories.
2. Capacity (\$50,000) not completed.
3. Swamp coolers not replaced with air conditioning units due to electrical capacity not completed.
4. Student attendance reviewed each trimester, and achievement data reviewed throughout year.

### ACTIONS / SERVICES

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

#### Action 1

Actions/Services

**PLANNED**  
Build electrical capacity for transition to air conditioning units that will improve learning environment during hot and humid weather.

**ACTUAL**  
ADA access was deemed first and foremost, with other projects planned to follow, then discovery by architect of need for one hundred and five hundred year flood plan mitigation before any plans move forward. Flood plans in process of being written.

Expenditures	<b>BUDGETED</b> 28458.00 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration	<b>ESTIMATED ACTUAL</b> 0
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Action **2**

Actions/Services	<b>PLANNED</b> Conduct FIT and also inspection of items not appearing on Williams Inspection list to determine need for facilities improvement. The five-year plan will include landscaping, painting, other deferred maintenance items. Carry out needed repairs ensuring students are safe, clean and esthetically pleasing environment.	<b>ACTUAL</b> The additional staff was hired late in the year and is addressing needed maintenance to address grounds and maintenance to improving landscaping and yard care. Since additional help was only part of school year, most time was spent "catching" up of delayed work. Inspections being conducted note other items of needed areas such as paint, basic upkeep that is outside realm of contracted nightly custodial work. Five year plan complete by June 30, 2017. Seven of the eight categories on the FIT scored Good.
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Expenditures	<b>BUDGETED</b> 10000.00 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration	<b>ESTIMATED ACTUAL</b> 0
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Action **3**

Actions/Services	<b>PLANNED</b> Stakeholders strongly recommended replacement of swamp coolers with air conditioners in the four rooms in the main building.	<b>ACTUAL</b> Explanations provided to stakeholders necessity for bringing in new transformer and power to main electrical panel. District plans to complete needed update and all replacements within the three year plan.
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Expenditures	<b>BUDGETED</b> 25000.00 6000-6999: Capital Outlay Supplemental and Concentration	<b>ESTIMATED ACTUAL</b> 0
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**ANALYSIS**

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

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

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

Overall implementation is incomplete, with postponement of work due to several roadblocks. Plans will move at a faster pace in 2017-18, as the Flood Plan mitigation plan will be complete and so that ADA issues will be addressed.

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

Overall effectiveness is lacking due to the above stated implementation issues.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As addressed previously, the District has experienced various and unpredicted delays at every step in our plan to improve the campus, with the latest delay being a requirement to create a mitigation plan for being located in a flood plain. Our architect will work with the county and the District to complete the plan in order for plans to move forward.

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.

No changes will be made, other than addressing slowdown issues that have been outlined previously.

# 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 LEA consulted with the following parent stakeholder groups; Waukena School Site Council, Waukena Parent Teacher Club, ELAC, Migrant parents, as well as staff and the Waukena School Board. Translators were available, and meetings were held when parents were available. Migrant parents request meetings to coincide with the end of the student day, where parents of our English learners request afterschool meetings. Our Parent Teacher Club group prefers an after-dinner meeting, and our staff development days provide an early out so staff can attend meetings during their work day. For each stakeholder meeting, the current goals and actions are reviewed, with translating on each topic as needed. Parents and stakeholders were asked their opinions on the goals and actions on the existing LCAP, then discussion is held regarding any changes parents suggest or want. Input is specifically requested. Depending on the input, changes may be made, as issues were discovered, mainly in the building of the library. Input was gained on the following dates: School Site Council: 12/7/16, 1/18/17,5/11/17, Parent Teacher Club: 3/30/17, 4/21/17, Migrant Parent Club parents: 3/22/17, ELAC: 3/9/17. The District promotes participation by parents of unduplicated pupils by sending notes home in Spanish and English, calling parents, and providing refreshments. Parents of our special needs children are communicated with on a regular basis by our RSP teachers, who works under Tulare County Office of Education, and provides monthly parent meetings. (as well as our regular RSP required meetings on a yearly or periodically scheduled student IEP or SST meetings)

## IMPACT ON LCAP AND ANNUAL UPDATE

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

Parents in all groups agreed to combine Goal 1 with Goal 2, to continue with the existing goals and actions, and unanimously understood and supported the delays in actions, while voting to adjust goals to use LCAP funds to move actions forward once all the delays have been cleared.

# 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 in English Language Arts and Mathematics by full implementation of the Common Core State 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](#)

After CAASSP 2015-16 data was analyzed in comparison to 2014-2015, it was noted that in ELA, 38% of students Met or Exceeded grade-level standards, a 3% decrease from 2014-2015. In Math for 2015-2016, 31% of students Met or Exceeded grade-level standards, a 2% decrease from 2014-2015. Based on district benchmark assessments for the 2016-2017 school year, in grades K-8, 40% of students Met or Exceeded grade-level standards; in math, 37% of students Met or Exceeded grade-level standards.

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teachers receiving required or needed training in ELA and Math standards. Additional training in Science and History/SS once ELA and Math training are complete.	100% (2016-17)	100%	100%	100%
Students who Met or Exceeded grade-level standards in ELA as demonstrated by CAASPP Summative Assessments.	38% (2016-17)	40%	45%	50%
Students who Met or Exceeded grade-level standards in Math as demonstrated by CAASPP Summative Assessments.	31% (2016-17)	35%	40%	45%

Students in grades K-3 who Met or Exceeded grade-level reading fluency standards as demonstrated by Guided Reading levels.	58% (2016-17)	65%	68%	70%
Teachers appropriately assigned.	100% (2016-17)	100%	100%	100%
Students have standards-aligned materials. (that teachers have been trained on in manner that meets needs of all unduplicated students)	100% (2016-17)	100%	100%	100%
Students in grades 2-8 who are reading on or above grade level as demonstrated by Accelerated Reader scores, with special needs students included by meeting with teacher/RSP to receive tutoring/IEP services as needed.	36% (2016-17)	40%	45%	50%

**PLANNED ACTIONS / SERVICES**

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

**Action 1**

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

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

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

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Required or needed teacher training in ELA, Math, Science, and History/SS through Tulare County Office of Education.

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

**BUDGETED EXPENDITURES**

**2017-18**

Amount 15000.00  
 Source Supplemental and Concentration  
 Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

**2018-19**

Amount 25000.00  
 Source Supplemental and Concentration  
 Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

**2019-20**

Amount 25000.00  
 Source Supplemental and Concentration  
 Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

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**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

Instructional aides to support teachers and student achievement.

**BUDGETED EXPENDITURES**

**2017-18**

Amount: 75734.00  
 Source: Supplemental and Concentration  
 Budget Reference: 2000-2999: Classified Personnel Salaries

**2018-19**

Amount: 78188.00  
 Source: Supplemental and Concentration  
 Budget Reference: 2000-2999: Classified Personnel Salaries

**2019-20**

Amount: 82055.00  
 Source: Supplemental and Concentration  
 Budget Reference: 2000-2999: Classified Personnel Salaries

**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**

New  Modified  Unchanged

Provide up to date computer hardware for student use.

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

**BUDGETED EXPENDITURES**

**2017-18**

Amount 15000.00

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies

**2018-19**

Amount 25000.00

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies

**2019-20**

Amount 20000.00

Source Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies

Action **4**

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

Students to be Served

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

Location(s)

All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

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

Location(s)

All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

**2018-19**

**2019-20**

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Contract technology days with a technology consultant to assist with the management of new and/or existing computers and hardware.		

**BUDGETED EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	6000.00	Amount	16000.00	Amount	5000.00
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

Action **5**

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

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

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

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

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

**ACTIONS/SERVICES**

2017-18		2018-19		2019-20	
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged			

Purchase additional instructional and supplemental materials such as Science and Math manipulatives and other materials as needed to support student achievement.		

**BUDGETED EXPENDITURES**

**2017-18**

Amount	15000.00
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies

**2018-19**

Amount	15000.00
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies

**2019-20**

Amount	15000.00
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies

Action **6**

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

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

OR

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

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

**ACTIONS/SERVICES**

**2017-18**

New   
  Modified   
  Unchanged

**2018-19**

New   
  Modified   
  Unchanged

**2019-20**

New   
  Modified   
  Unchanged

On-staff curriculum coach to provide instructional support to teachers in all core subjects.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	3000.00
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries

**2018-19**

Amount	3000.00
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries

**2019-20**

Amount	3000.00
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries

# 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 2

Create and maintain a positive school learning environment in order to improve learning and engage students and parents to improve student attendance.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7	<input type="checkbox"/> 8
COE	<input type="checkbox"/> 9	<input type="checkbox"/> 10						
LOCAL								

Identified Need

Need to improve attendance by reducing absences, and improving the physical learning environment.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student attendance rate. Engagement plans for students include recognition for attendance, as well as an exciting full course of study, including sports activities, with emphasis in Science activities.	96% (2015-16)	97%	98%	98%
Parent/staff/student input and surveys. Input is gathered at meetings of Parent Club, Migrant, English Learner, and School Site Council, in EEP meetings, as well as surveys and parent conferences in fall and spring.	5% response (2015-16)	10% parent response	15% parent response	20% parent response
Chronic Absenteeism Percent per year. Communication by teachers, staff and school nurse will build trust with parents, providing support when	11% (2016)	11%	10%	9 %

necessary, to encourage attendance.				
Drop out rate for Middle School. Sports competition with other small country schools, academic team competition, as well as exciting field trips and emphasis on Science will maintain a 0% dropout rate.	0% (2016)	0%	0%	0%
Number of Student Expulsions each year. Positive reinforcement of good behavior, staff providing positive personal contact with students, as well as atmosphere of respect and cooperation between students will reduce expulsions to 0.	1(2016)	1	0	0
Number of Student Suspensions each year. Staff/student relationships in classroom, as well as building team spirit, classrooms working toward a goal, and positive reinforcement will reduce suspensions.	Less than 4 students (2016)	Less than 4 students	Less than 4 students	Less than 3 students

**PLANNED ACTIONS / SERVICES**

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

**Action 1**

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

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

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
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[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Utilize contracted nurse services days to work with parents of economically disadvantaged students who are chronically tardy or absent.

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

**BUDGETED EXPENDITURES**

**2017-18**

Amount	4949.00
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

**2018-19**

Amount	5500.00
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

**2019-20**

Amount	6500.00
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

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**

New  Modified  Unchanged

Continue employment of additional maintenance and/or bus driver to improve school environment for our disadvantaged students.

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

**BUDGETED EXPENDITURES**

**2017-18**

Amount 53131.00

Source Supplemental and Concentration

Budget Reference 2000-2999: Classified Personnel Salaries

**2018-19**

Amount 54725.00

Source Supplemental and Concentration

Budget Reference 2000-2999: Classified Personnel Salaries

**2019-20**

Amount 56375.00

Source Supplemental and Concentration

Budget Reference 2000-2999: Classified Personnel Salaries

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**

New     Modified     Unchanged

Take all necessary steps to build library/media center for increased student achievement.

**2018-19**

New     Modified     Unchanged

Complete the building of Library/Media Center.

**2019-20**

New     Modified     Unchanged

Library is projected to be completed by the end of 2018-19, no further action necessary.

**[BUDGETED EXPENDITURES](#)**

**2017-18**

Amount: 20000.00  
Source: Supplemental and Concentration  
Budget Reference: 6000-6999: Capital Outlay

**2018-19**

Amount: 200000.00  
Source: Supplemental and Concentration  
Budget Reference: 6000-6999: Capital Outlay

**2019-20**

Amount:   
Source:   
Budget Reference:

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**

New  Modified  Unchanged

Employ a part-time library/computer lab aide late in the year, which will provide access to our students who do not have full service access to a full service library.

**2018-19**

New  Modified  Unchanged

The library computer aide will be employed throughout the year for year-round support to our students.

**2019-20**

New  Modified  Unchanged

**BUDGETED EXPENDITURES**

**2017-18**

Amount	2000.00
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries

**2018-19**

Amount	21275.00
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries

**2019-20**

Amount	22010.00
Source	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries

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**

New  Modified  Unchanged

Complete ADA access to all school facilities and conduct grounds improvement. Improvements may include wheelchair accessibility, safe and pleasant play areas that provide motivation for students who may not have such amenities.

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

**BUDGETED EXPENDITURES**

**2017-18**

Amount: 78458.00  
 Source: Supplemental and Concentration  
 Budget Reference: 5000-5999: Services And Other Operating Expenditures

**2018-19**

Amount: 15000.00  
 Source: Supplemental and Concentration  
 Budget Reference: 5000-5999: Services And Other Operating Expenditures

**2019-20**

Amount: 5000.00  
 Source: Supplemental and Concentration  
 Budget Reference: 5000-5999: Services And Other Operating Expenditures

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**

New  Modified  Unchanged

Reduce the number of chronically absent students by motivational and/or rewards system

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

**BUDGETED EXPENDITURES**

**2017-18**

Amount	1000.00
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies

**2018-19**

Amount	1000.00
Source	Base
Budget Reference	4000-4999: Books And Supplies

**2019-20**

Amount	1000.00
Source	Base
Budget Reference	4000-4999: Books And Supplies

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

New
  Modified
  Unchanged

### Goal 3

Improve the rate at which our English Learners are acquiring the English Language by providing academic support for teaching of new English Language Development standards and providing supplemental sources of intervention.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Our students are not learning English within the recommended number of years based upon CELDT results.  
 Metric: State EL assessment, Local proficiency criteria for reclassification

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
English Learners gaining level(s) on CELDT/ELPAC due to teachers being trained in CCSS, consistent use of LEXIA and ELD strategies, and full implementation of ELD standards.	46% (2016) gaining levels	48%	49%	50%
English Learners being reclassified due to teachers examining data regarding growth/lack of growth toward mastery, and adjustments to teaching as a result.	10% (2016) reclassified to Fluent	11%	12%	13%

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

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

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

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

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

New teachers complete ELD standards training. Review strategies and curriculum during staff development.

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

**BUDGETED EXPENDITURES**

**2017-18**

Amount	500.00
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

**2018-19**

Amount	500.00
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

**2019-20**

Amount	500.00
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

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**

New  Modified  Unchanged

Use high interest computer program and small group instruction to help students to develop the English language and to continue to assist English learners to move toward fluency in English, ensuring English learners meet the local reclassification criteria.

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

**BUDGETED EXPENDITURES**

**2017-18**

Amount	5,000.00
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies

**2018-19**

Amount	5,000.00
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies

**2019-20**

Amount	5,000.00
Source	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

New
  Modified
  Unchanged

### Goal 4

Maintain and improve the condition of school facilities.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Facilities showing need for interior repair and other on-going upkeep of aging facilities according to Facility Inspection Report (FIT)

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
FIT report	6 out of 8 categories with GOOD rating (2015)	7 out of 8 GOOD rating	7 out of 8 GOOD rating	8 out of 8 GOOD rating

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

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

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

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

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Build electrical capacity in order to improve the learning environment as requested by our families. Parents have strongly suggested that the school is lacking in electrical capacity for both a library and air conditioning.

**2018-19**

New  Modified  Unchanged

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

**2019-20**

New  Modified  Unchanged

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

**BUDGETED EXPENDITURES**

**2017-18**

Amount 75000.00

Source Supplemental and Concentration

Budget Reference 6000-6999: Capital Outlay

**2018-19**

Amount 113530.00

Source Supplemental and Concentration

Budget Reference 6000-6999: Capital Outlay

**2019-20**

Amount 44187.00

Source Supplemental and Concentration

Budget Reference 6000-6999: Capital Outlay

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**

New  Modified  Unchanged

Conduct inspection not on Williams' list and make improvements where needed, to carry out needed repairs, ensuring students are in a safe, clean, and aesthetically pleasing environment.

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

**BUDGETED EXPENDITURES**

**2017-18**

Amount 5000.00

Source Supplemental and Concentration

Budget Reference 5000-5999: Services And Other Operating Expenditures

**2018-19**

Amount 10000.00

Source Supplemental and Concentration

Budget Reference 5000-5999: Services And Other Operating Expenditures

**2019-20**

Amount 10000.00

Source Supplemental and Concentration

Budget Reference 5000-5999: Services And Other Operating Expenditures

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**

New  Modified  Unchanged

Replace swamp coolers with air conditioners.

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

AC replacement is projected to be completed by the end of 2018-19, no further action necessary.

BUDGETED EXPENDITURES

**2017-18**

Amount	30000.00
Source	Supplemental and Concentration
Budget Reference	6000-6999: Capital Outlay

**2018-19**

Amount	30000.00
Source	Supplemental and Concentration
Budget Reference	6000-6999: Capital Outlay

**2019-20**

Amount	
Source	
Budget Reference	

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year  2017–18  2018–19  2019–20

Estimated Supplemental and Concentration Grant Funds: \$404772

Percentage to Increase or Improve Services: 22.60%

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](#)).

The district's poverty rate is approximately 85%, with students that are not meeting grade level standards, and English learners who are not progressing in learning English as is needed for their success in school. We are Title I school-wide, therefore, first and foremost, the goals of our stakeholders focus on students in poverty who are at risk of not succeeding in all content areas. Even though the district recently made Safe Harbor for all subgroups due to institution of the transformational Model under NCLB, the district needs to continue efforts to increase student success and close the achievement gap.

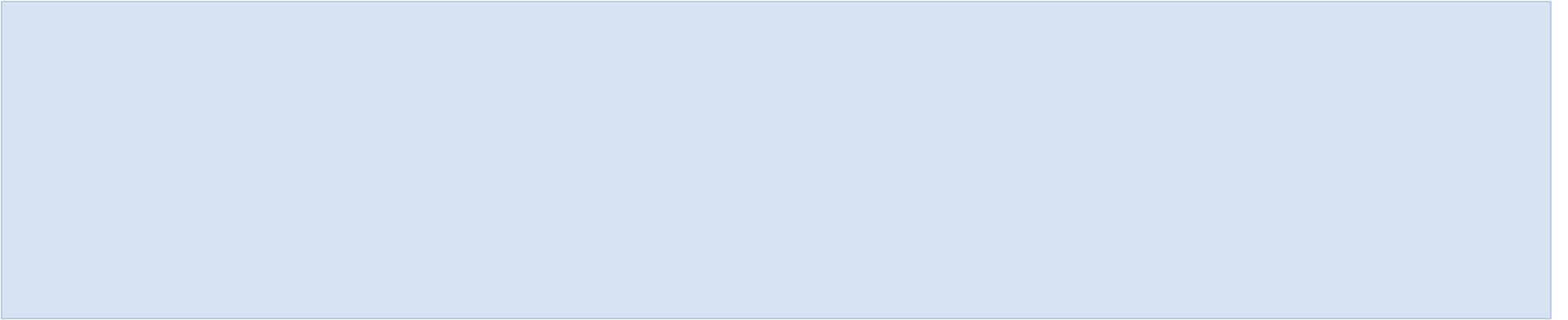
The following actions are provided districtwide and are principally directed at our unduplicated students, causing the teacher to be more effective in meeting the goals for his/her unduplicated students. As an overall benefit to these actions being provided districtwide, all other students will also have a positive experience in their education.

Goal 1: Actions: Teacher Training in Standards, Instructional Aides to support teaching and serve as tutors, professional technology days to serve/assist/manage student computers, purchase of science and math manipulatives and other supplemental materials, stipend for curriculum coach. Unduplicated students specifically receive priority over other students in respect to teaching and tutoring time. Instructional aides and teachers work one-on-one or in small groups to provide additional support in reading and math to unduplicated students, along with the curriculum coach who supervises the extra instruction of those students, and assists teachers in analyzing data results pertaining to those students.

Goal 2 Actions: Additional nurse days to engage parents regarding attendance (in conjunction with rewards/motivation for improved attendance), additional maintenance to improve school environment for disadvantaged students, continue efforts to build desired library and provide part time library aide for improved student/family access, and increase accessibility. Unduplicated students receive personalized nurse services. Our school nurse has been contracted for days specifically to target those disadvantaged students who are chronically late or absent to school, causing them to miss out on learning time. This ranges from parent meetings at school, to home visits.

Goal 3: Actions: Assure all teachers trained in ELD strategies and standards, use of high interest computer programs and small group instruction. Goal 3 gives unduplicated students priority use of high interest computer programs, such as Lexia, and other supplemental programs, and assurance that their teachers are adequately trained in English Language Development.

Goal 4: Build electrical capacity for transition from swamp coolers to air conditioning (as requested by ELAC and other parent stakeholders for ), and make non-Williams needed repairs to ensure a safe, clean, and aesthetically pleasing environment.



# Revised 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. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. 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 Education Code. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

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

## Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto: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. Education Code 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. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code 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 *Education Code* 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 5 CCR 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 15496(a)(7).

Consistent with the requirements of 5 CCR 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 for English Language Arts
  - b. Mathematics – Common Core State Standards for Mathematics
  - c. English Language Development
  - 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 UC or 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 CELDT;
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

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

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

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

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

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

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

- A. A broad course of study including courses described under 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 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 *Education Code* 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 *California Code of Regulations*, title 5, 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 *Education Code* 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 *Education Code* 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 *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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 *Education Code* sections 42238.01 and bgroups as defined in 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 *Education Code* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* 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?

## LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	0.00	0.00	404,772.00	618,718.00	300,627.00	1,324,117.00
Base	0.00	0.00	0.00	1,000.00	1,000.00	2,000.00
Supplemental and Concentration	0.00	0.00	404,772.00	617,718.00	299,627.00	1,322,117.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type</b>						
<b>Object Type</b>	<b>2016-17 Annual Update Budgeted</b>	<b>2016-17 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	0.00	0.00	404,772.00	618,718.00	300,627.00	1,324,117.00
1000-1999: Certificated Personnel Salaries	0.00	0.00	3,000.00	3,000.00	3,000.00	9,000.00
2000-2999: Classified Personnel Salaries	0.00	0.00	130,865.00	154,188.00	160,440.00	445,493.00
4000-4999: Books And Supplies	0.00	0.00	36,000.00	46,000.00	41,000.00	123,000.00
5000-5999: Services And Other Operating Expenditures	0.00	0.00	83,458.00	25,000.00	15,000.00	123,458.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	26,449.00	47,000.00	37,000.00	110,449.00
6000-6999: Capital Outlay	0.00	0.00	125,000.00	343,530.00	44,187.00	512,717.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type and Funding Source</b>							
<b>Object Type</b>	<b>Funding Source</b>	<b>2016-17 Annual Update Budgeted</b>	<b>2016-17 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	All Funding Sources	0.00	0.00	404,772.00	618,718.00	300,627.00	1,324,117.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	0.00	0.00	3,000.00	3,000.00	3,000.00	9,000.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	0.00	0.00	130,865.00	154,188.00	160,440.00	445,493.00
4000-4999: Books And Supplies	Base	0.00	0.00	0.00	1,000.00	1,000.00	2,000.00
4000-4999: Books And Supplies	Supplemental and Concentration	0.00	0.00	36,000.00	45,000.00	40,000.00	121,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	0.00	0.00	83,458.00	25,000.00	15,000.00	123,458.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	0.00	0.00	26,449.00	47,000.00	37,000.00	110,449.00
6000-6999: Capital Outlay	Supplemental and Concentration	0.00	0.00	125,000.00	343,530.00	44,187.00	512,717.00

\* Totals based on expenditure amounts in goal and annual update sections.

**Total Expenditures by Goal**

<b>Goal</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
<b>Goal 1</b>	129,734.00	162,188.00	150,055.00	441,977.00
<b>Goal 2</b>	159,538.00	297,500.00	90,885.00	547,923.00
<b>Goal 3</b>	5,500.00	5,500.00	5,500.00	16,500.00
<b>Goal 4</b>	110,000.00	153,530.00	54,187.00	317,717.00
<b>Goal 5</b>	315,000.00	320,000.00	325,000.00	960,000.00

\* Totals based on expenditure amounts in goal and annual update sections.