Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Franklin Elementary School District		
Contact Name and Title	Lisa Shelton Superintendent/Principal	Email and Phone	lshelton@franklin.k12.ca.us (530) 822-5151

2017-20 Plan Summary

THE STORY

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

The Franklin Elementary School District serves approximately 476 students in grades Transitional Kindergarten–Grade 8. A small percentage (8.4%) of students speak languages other than English in their homes and are limited in their English proficiency. About 50% of these students come from Spanish speaking backgrounds. The District supports an English language development (ELD) program that provides a means for limited English proficient (LEP) students to acquire English skills and academic proficiencies needed to succeed in school.

Franklin School District has a long tradition of academic excellence and we welcome the opportunity to share our program with the community. The staff believes that each student is unique and deserving of a rich educational program. To this end, each student is provided with a rigorous core curriculum in language arts, mathematics, science, social science, fine arts, and physical education. Exposure to this curriculum helps students gain the skills they need to be successful in school and in life. We are fortunate to have an experienced and knowledgeable staff that is eager to make a difference in the lives of children. Parents and community members play an important role in our district. Having a better understanding of the school's educational program, student achievement, and curriculum development can only assist both the school and community in ongoing program improvement.

Our student body is comprised of approximately 47% inter-district transfer students who come to us by choice due to our reputation for achievement and behavioral expectations. We accept all kinds of students for enrollment: students with special education needs or those who receive Title 1 services. The number of students who qualify for free and reduced breakfast and lunch is approximately 28%.

LCAP HIGHLIGHTS

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

A new feature this year is the California School Dashboard (www.caschooldashboard.org). It is an online tool designed to help communities across the state access important information about K-12 districts and schools. The Dashboard features easy-to-read reports on multiple measures of school success. The Dashboard is just one step in a series of major shifts in public education, changes that have raised the bar for student learning, transformed testing, and increased the focus on equity. To help you better understand the new language of accountability, please visit the above website for more information about the performance categories.

A California Standards aligned ELA/ELD curriculum was purchased for grades Kindergarten–Grade 8. Staff development was provided throughout the year to help support teachers in implementing the new program.

Laptops were purchased for 8th Grade students which were needed for the *StudySync* ELA/ELD program. The laptops helped students prepare for the CAASPP test. A mobile lab will be purchased during 2017-2018. Teachers can check the lab out at their convenience and assign students' individual tasks which can be completed at their desk.

The afterschool program, "The Doghouse", serves approximately 50 students. Students are provided with homework assistance, a physical education component, enrichment activities, and a snack.

Students at Franklin School participate in 100 minutes of physical education per week. A full time P.E. teacher serves all students, grades Kindergarten – Grade 6. A full time music teacher provides students with weekly music classes.

Franklin School is in the process of obtaining a Facility Safety Grant, which would allow for the building of a new parking lot.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

According to the California School Dashboard all students scored in the "green" performance category for both ELA and Math. In ELA all students scored 31 points above Level 3 (Standard Met) and increased 13.6 points from 2014-2015. The significant subpopulations in ELA all increased from 2014-2015 (socioeconomically disadvantaged increased 15.9 points, Hispanic 17.2 points and White 13.5 points). In math all students scored 11.1 points above Level 3 (Standard Met) and increased 7.5 points from 2014-2015. The significant subpopulations in Math all increased from 2014-2015 (socioeconomically disadvantaged increased 15.7 points, Hispanic 14.9 points and White 7.3 points). Staff development will continue to be provided for teachers. Collaboration time will be provided for teachers to analyze data for purposes of instruction.

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

GREATEST NEEDS

The California School Dashboard indicates that the suspension rate for Franklin School was not met. The socioeconomically disadvantaged and Hispanic group both fell into the "orange" performance category although the suspension rate for all students was maintained at 0.2%.

Data indicates that in 2013-2014 seven students were suspended. In 2014-2015 four students were suspended so suspension rates are declining. Social and behavioral interventions will be put in place for at risk students. An after school program is offered to all students providing homework assistance for at risk learners. A school psychologist is available two days a week to support students who are referred for academic and/or social supports.

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 California Schools Dashboard, Franklin School does not have any identified performance gaps. However, we have identified subgroups we will target within specific state indicators that we will address in order to further support our students. Our Socioeconomically Disadvantaged students scored in the "Yellow" performance category, which is 1 performance level below "all students." Although students in this subgroup scored "low", they have increased 15.9 points above Level 3 (Standard Met). Increased efforts will continue with these students, beginning with a close analysis of who they are and identification of their needs.

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.

A full time ELD teacher will continue to provide Designated ELD instruction for English Learners, three days a week for 30 minutes. Classroom teachers will provided Integrated ELD instruction through the *Wonders* (K-5) and *Study Sync* (6-8) adopted ELA curriculum.   An English Language Advisory Committee (ELAC) will meet four times throughout the school year to inform and support parents on how they can help their students at home and what services are available through the school to help their students (e.g,, after school program, breakfast program, online resources). Teachers will continue to collaborate on best teaching practices for all students including English learners, low-income students and foster youth. Intervention will be provided to low-income students, English Learners, and foster youth based on individual need. For the 2017-2018 school year a Kinder-Care program will be offered to Kindergarten students, increasing instructional minutes from 1:30 p.m. – 2:40 p.m. Through a tiered tuition system, Kindergarten students can take advantage of the Kinder Care program in which they will be provided practice with routines and academics practiced in the Kindergarten classroom.

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	$ 4,562,098.00
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$ 2,783,063.00

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.

$1,779,035

The General Fund Expenditures not included in the LCAP include but are not limited to: Special Education, food service program, general operating costs (e.g., PG&E, copy machines), instructional aides, administrative supports, materials and supplies and routine maintenance items.

$ **3,701,292.00**	Total Projected LCFF Revenues for LCAP Year

Annual Update

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

Goal 1	**Conditions of Learning** 1.1 - Maintain standards-aligned instructional materials in ELA/ELD and Mathematics 1.2 - Provide professional development for implementation and alignment of the California Common Core Standards in ELA/ELD, Math, and Next Generation Science Standards (NGSS) 1.3 - Hire and appropriately assign fully credentialed teachers 1.4 - Ensure broad course access for all students 1.5 - Ensure facilities are maintained in good repair as per Facilities inspection Tool

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
1.1 - Purchase current ELA/ELD instructional materials K-8 1.1 - Purchase devices for 8ᵗʰ grade class and plan for increased technology across grade levels 1.2 - Teachers receive ongoing professional development for ELA/ELD, Math, and NGSS 1.3 – Maintain fully credentialed and appropriately assigned teachers 1.4 – Maintain broad course access for all students 1.4 – Create an implementation plan and timeline for the transition to NGSS 1.4 – Integrate NGSS into other content areas 1.5 – Maintain facilities are maintained in good repair as per Facilities Inspection Tool Kit	1.1 – ELA/ELD instructional materials were purchased for K-8 1.1 – Laptops were purchased for the 8ᵗʰ grade class. A plan for increased technology across grade levels is being established. 1.2 – Teachers received ongoing professional development in ELA/ELD, Math, and NGSS from Sutter County Superintendent of Schools (SCSOS) Educational Services coordinators and Sacramento County Office of Education (SCOE) consultants. 1.3 – All teachers are fully credentialed and assigned appropriately 1.4 – All students had broad course access 1.4 –SCSOS STEM Coordinator worked with teachers throughout the Spring to create an implementation plan and timeline for the transition to NGSS. Although a middle school pathway was determined, further work is needed at the elementary level to further develop a transition

plan.

1.4 – Teachers attended Grade Level Summits offered through SCSOS. The integration of NGSS into other content areas was covered. However, more in depth professional development is needed at the site level in order to increase teacher effectiveness

1.5 – Facilities were maintained in good repair as per Facilities Inspection Tool Kit

ACTIONS / SERVICES

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

Action 1

Actions/Services	PLANNED	ACTUAL
	1.1a – Maintain standards aligned instructional materials in math 1.1b – Purchase electronic devices for 8th grade students for use with new instructional materials 1.1c – Investigate purchasing mobile labs and/or other devices for additional classrooms 1.1d – Provide teachers professional development and students with instruction on proper use of devices in order to maximize instruction and learning 1.1e – Explore new uses of technology across grade levels	1.1a – All instructional materials in math are aligned to the California Common Core Standards. 1.1b – 32 laptops were purchased for 8th Grade students. 1.1c – 32 additional laptops were purchased for use in all classrooms. Laptops are maintained on a cart and can easily transfer from classroom to classroom. A check out system is utilized by teachers. 1.1d – Teachers and students were trained by the Franklin Technology Coordinator and an 8th Grade teacher on proper uses of the devices. No laptops have been reported damaged due to misuse. 1.1e – The Technology Committee met on February 7, 2017 to write a 3-year technology plan. Included in the plan are identified grade level standards and expectations. The technology plan will be implemented in 2017-2018.

Expenditures	BUDGETED	ESTIMATED ACTUAL
	1.1b – $9730.00 (suppl. conc) 4000 – 4999 Instructional Materials 1.1d – $1,000.00 (suppl. conc) 1000-1999 Certificated salaries	1.1b – $13,612.00 laptops and warranties (supplemental) 1.1d – None

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   2

Actions/Services

PLANNED	ACTUAL
1.2a – Evaluate the structure of minimum days (Wednesdays) used for collaboration in order to streamline the time	1.2a – The structure and effectiveness of minimum days continues to be evaluated. To date, all teachers with the exception of one, have attended the DuFour's Conference on the *6 Essential Features of the PLC Process.* Nine teachers and one administrator attended in September 2016. A group of teachers were scheduled to attend in February 2017, but due to evacuation orders in Sutter County, the conference was postponed. Four teachers and the administrator will attend an additional conference in October 2017.
1.2b – Evaluate the master schedule in order to maximize instructional time and allow for interventions and improved Designated ELD services	1.2b – The master schedule was evaluated in order to maximize instructional time and allow for improved ELD services. The ELD teacher runs eight Kindergarten–7th Grade groups. Each group meets at times that do not interfere with core instruction. The master schedule will need to be re-evaluated each year to ensure students are receiving interventions and ELD at the most optimal time as to not interfere with core instruction.
1.2c – Continue RtI discussions and define what RtI/interventions are needed based on student data	
1.2d – Teachers participate in ongoing and consistent professional development on implementation of new ELA/ELD materials offered through SCSOS and SCOE	1.2c – Teachers are separated into 5 cross grade level Professional Learning Community (PLC) teams. Teams are still refining what their time together looks like in order to best serve students and their instructional needs when it comes to Response to Intervention (RtI). Some groups meet weekly and some monthly, with a whole school focus on writing.
1.2e – Provide teachers with ongoing professional development focused on strategies to integrate the ELD standards into all content areas	1.2d – All teachers have participated in ongoing professional development with coordinators and consultants from SCSOS and SCOE.
1.2f – Provide ELD teacher professional development on new Designated ELD materials	ELA/ELD – 4 all-day grade level specific trainings ("Summits") (9/2016, 11/2016, 1/2017, and 3/2017) at SCSOS with a focus on implementing the new *Wonders* and *StudySync* curriculum.
1.2g – Continue professional development for teachers on writing	1.2e –The March Grade Level Summit offered through SCSOS focused on integrating ELD into ELA, Math and NGSS. Nine teachers attended these trainings. Continued work is needed to
1.2h – K-5 teacher will attend one *GoMath!* training session with Pat Duckhorn, consultant for Yuba City Unified School District	

		make teachers more effective in this area.
		1.2f – The ELD teacher participated in professional development with SCSOS Coordinator of Educational Services and Title III Coordinator and 2 other district ELD representatives on the implementation of new *Wonders* Designated ELD materials. (10/28, 12/12, 1/31, 3/21, and 5/15)
		1.2g – Teachers participated in an all-day professional development training on 10/4/16 with Tami Wilson from SCOE on *Wonders* technology and implementation.
		1.2h – Kindergarten–Grade 5 teachers attended an all-day *GoMath!* training with Pat Duckhorn, consultant for Yuba City Unified School District. 5th Grade teachers attended on 1/26/17, 4th grade on 2/2/17, 3rd grade on 2/9/17, and the Kindergarten–Grade 2 session was cancelled due to the presenter being ill.
Expenditures	BUDGETED 1.2d – $4,500.00 (Title 1) 1000-1999 Certificated Salaries 1.2e –$200.00 (suppl conc) 1000-1999 Certificated Salaries 1.2f – $200.00 (Title 1) 1000-1999 Certificated Salaries 1.2g – $2000.00 (suppl conc) 1000-1999 Certificated Salaries 1.2h – $600.00 (suppl conc) 1000-1999 Certificated Salaries	ESTIMATED ACTUAL 1.2d – Subs for all staff development $2,000.00 (Title 1). Cost for Professional Development (workshops, conferences, summits) - $6,000.00. 1.2e – $1,700.00 (suppl. conc) 1.2f – $675.00 (Title 1) 1.2g – $910.00 (suppl. conc) 1.2h – $600.00 (suppl. conc)

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 **3**

Actions/Services	PLANNED 1.3 – Maintain fully credentialed and appropriately assigned teachers	ACTUAL 1.3 - All teachers are fully credentialed and appropriately assigned

Expenditures	BUDGETED	ESTIMATED ACTUAL
	1.3 – None	1.3 - None

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 4

Actions/Services	PLANNED	ACTUAL
	1.4a – Ensure broad course access for all students	1.4a – Students received access to a broad course of study, which included instruction in Visual and Performing Arts (VAPA) courses, History/Social Science, PE, ELA/ELD and Math.
	1.4b – Provide collaboration time for teachers to draft an initial NGSS implementation plan and timeline	1.4b – SCSOS STEM Coordinator met with the Superintendent on 2/7/16 to devise a professional development plan for teachers. Lead teachers - worked with SCSOS STEM Coordinator on May 31st to develop needs and commitments for a 17-18 implementation plan. Two teachers attended a two-day training on May 17th and May 18th led by the Sacramento Area Science Project.
	1.4c – 6th-8th grade teachers make an official decision regarding integrated or discipline specific models for middle school	1.4c – 5th–8th Grade teachers met with SCSOS STEM Coordinator on April 28th to finalize the decision to move forward with an integrated science model for 2017-18. Continued professional development will be necessary to fully implement the desired model of instruction.
	1.4d – Provide teachers with professional development on the integration of NGSS and ELA/ELD and math	1.4d – Teachers attended Grade Level Summits in November 2016, January 2017, and March 2017 where professional development focused on an overview of NGSS and how to integrate into other content areas.
	1.4e – Maintain full time PE teacher	1.4e – Maintained full time PE teacher. He will return for the 17-18 school year.
	1.4g – Continue art rotation with hired art teacher	1.4g – Students received 14-16 days of art. (a total of two 7-8 week art sessions) The art program will not continue in the 17-18 school year.
	1.4h – Update the current technology plan	1.4h – A team of 3 teachers updated the technology plan on 2/7/17 to include grade level standards and expectations for each

		grade level. The plan was presented to the Technology Committee (7 members) on 2/28/17.
Expenditures	BUDGETED 1.4d – $1000.00 (suppl) 1000-1999 Certificated Salaries 1.4e – $86,416.00 (Base) 1000-1999 Certificated Salaries	ESTIMATED ACTUAL 1.4d – See 1.2d above 1.4e – $86,416.00 (Base) 1000-1999 Certificated Salaries

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 **5**

Actions/Services	PLANNED 1.5a – Explore funding sources to finalize the completion of the parking lot (Bid completed in 15-16) 1.5b – Partially implement security system (phase 1) 1.5c – Explore ways to beautify the entrance to the music room	ACTUAL 1.5a –This is an ongoing process. Contracted with Doug Reeder who completed a Safety and Hardship Grant. If accepted, the grant would cover 60% of the cost to complete the parking lot. Project will begin in Summer of 2017 if grant is accepted. 1.5b – Security system implementation is on hold. Will explore in the 17-18 school year 1.5c – The entrance to the music room has been beautified by modifying the fencing to cover the air conditioning unit.
Expenditures	BUDGETED 1.5a – $40,000.00 (Base) 5000-5999 Oper. Expen. 1.5b – $10,000.00 (Base) 5000-5999 Oper. Expen. 1.5c – $1,000.00 (Base) 5000-5999 Operating Expenses	ESTIMATED ACTUAL 1.5a – $7,701.00 (Base) 5000-5999 Oper. Expen. 1.5b – None 1.5c – $125.00 (Base) 5000-5999 Oper. Expen.

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.	Implementation of the actions and services effectively supported the achievement of Goal 1. The adoption of a new ELA/ELD curriculum has provided all students with a reading program aligned to California standards All students received mathematics instruction using CA standards-aligned instructional materials. Staff development was provided in the areas of ELA/ELD, Mathematics and NGSS. 100% of teachers were appropriately assigned and credentialed and we maintained a broad course of study with 100% of students having access to standards-aligned instructional materials. During the 2016-2017 school year 4 English learners were reclassified.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The purchase of laptops for Grades 6–8 students helped prepare students for the CAASPP test. A mobile lab was purchased to increase technology use for all students. Professional development focused on the implementation of the CA standards and materials in ELA/ELD, and maintaining highly qualified teachers supported the increase of proficient students on the ELA SBAC from 66% proficient in ELA in 2015 and 64% proficient in 2016. A full time Physical Education teacher ensured that all students received the required P.E. minutes.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The budgeted expenditures for Goal 1 were $156,646.00 with actual expenditures totaling $113,739.00 Material difference in estimated actual and budged expenditures was primarily due to the parking lot project not being completed. Franklin Elementary School District is currently in the process of obtaining a Safety Hardship grant which will fund 60% of the project. The security system was also put on hold this year, but will be re-examined in 2017-2018.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	The parking lot will continue to be a goal in 2017-2018. A security system is also being researched to be put in place over the next 3 years. Staff development will again be a priority in 2017-2018, including sending a team of 5 people to the Dufour Conference (PLC) in San Diego in October.

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Goal 2

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Pupil Outcomes

2.1 – CAASPP data from 2014-15 and 2015-16 will be analyzed to create a baseline (if available)

2.2 – Maintain API or next state measure

2.3 – Baseline benchmark data for ELA/ELD will be established using publisher assessments from *Wonders* and *StudySync*. Data will be analyzed in order to drive instruction and plan for interventions

2.4 – Pupil achievement will increase in Mathematics as measured by *Go Math!* publisher assessments. Data will be analyzed in order to drive instruction and plan for interventions

2.5 – English learner reclassification rate will increase

2.6 – The number of English learners that become English proficient as per AMAO 1 will increase

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State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

EXPECTED	ACTUAL
2.1 – Use 2014-15 and 2015-16 CAASPP data to create a baseline and determine growth targets (if available) 2.2 – Maintain API as we await the next multiple measures 2.3 – Establish baseline data using new ELA/ELD instructional materials 2.3 – Create an assessment plan for ELA/ELD 2.4 – 75% of students will be proficient *on Go Math* publisher assessments. Data will be analyzed in order to drive instruction and plan for interventions 2.4 – Create an assessment plan for math 2.5 – The English learner reclassification rate will increase to 22% (7/32 students will reclassify in 16-17) 2.6 – The rate of English learners that become proficient as per AMAO 1 will increase to 31% (10/32 students will increase one or more levels on the CELDT)	2.1 - Growth targets were not established by the state. However, a new accountability system is in place that includes state and local indicators. Baseline data is available through the California Schools Dashboard. 2.2 – API has been eliminated and replaced with a new accountability system 2.3 – A baseline has been established using Unit 3 and Unit 5 from the *Wonders* curriculum for Kindergarten–Grade8. 2.3 – An assessment plan was created Kindergarten–Grade 8using core instructional assessments as well as formative assessments by each individual teacher. 2.4 – In Kindergarten–Grade 5, 66% of students were proficient on the *Go Math!* publisher assessments. In Grades 6–8, 17.1% were proficient on *College Prep Math (CPM)* publisher assessments. Data were analyzed by teachers in grade level meetings and interventions for students planned accordingly.

	2.4 – An assessment plan for Kindergarten–Grade 5 was created using the *GoMath!* publisher assessments. Grades 6-8 teachers created pre/post assessments with CPM materials that will be implemented in the 17/18 school year. 2.5 – English Learner reclassification: 11% (4/38) of students were reclassified. 2.6 – English Learner proficiency: 66% (25/38) of English learners increased one or more levels on the CELDT. Effective 2016-17 AMAO data will no longer be reported. Instead, the progress of English learners will be reported on the California Schools Dashboard in the English Learner Progress Indicator. This data is based on 2013-14 and 2014-15 CELDT data and 2013 and 2014 reclassification data. Because the English learner student group does not include more than 30 students, a performance category is not assigned. However, status and change are reported. The status for English learners is "Medium" at 72.7%. This represents an increase of 2.7% from the previous 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**

	PLANNED	ACTUAL
Actions/Services	2.1a – Provide teachers collaboration time to analyze 14-15 and 15-16 CAASPP data with SCSOS Assessment Coordinator 2.1b – Teachers work with SCSOS Assessment Coordinator to determine growth targets and use data to drive instruction	2.1a – On 10/10/16 and 10/24/16 3rd–8th Grade staff worked with SCSOS Educational Services coordinator to an analyze CAASPP data. 2.1b – On February 27, 2017, SCSOS Coordinator of Educational Services met with staff to review the new California Schools Dashboard and the state Academic Indicator. ELA Data show in 2015-2016 that 3rd–8th Grade students are in the "green" performance category with the average student scoring 31 points above Level 3 (Standard Met). This represents a 13.6 point increase from 2014-2015. Math data show that in 2015-2016 3rd–8th Grade students are in the "green" performance category

		with the average student scoring 11.1 points above Level 3 (Standard Met). This represents a 7.5 point increase from 2014-2015. The results of the Academic Indicator did not drive instruction. Efforts will be made to use 2016-2017 CAASPP data to better drive classroom instruction and match the rigor of the SBAC.
Expenditures	**BUDGETED** 2.1a - $1000.00 (Title 1) 1000-1999 Cert. Salary 2.1b - $1000.00 (suppl) 1000-1999 Cert. Salary	**ESTIMATED ACTUAL** 2.1a - $450.00 (Title 1) 1000-1999 Cert. Salary 2.1b - $100.00 (suppl) 1000-1999 Cert. Salary

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   **2**

Actions/Services	**PLANNED** 2.2 – Maintain API as we await the next multiple measures	**ACTUAL** 2.2 – API has been eliminated. Effective 2017-18, the API will be replaced with a California state accountability system, which includes state and local indicator data. Districts will be assessed using LCFF Evaluation Rubrics
Expenditures	**BUDGETED** 2.2 - None	**ESTIMATED ACTUAL** 2.2 - None

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   **3**

	PLANNED	ACTUAL
Actions/Services	2.3a – Teachers will administer trimester benchmarks in ELA/ELD in order to create a baseline 2.3b – Analyze all benchmark/summative assessment opportunities presented in *Wonders* and *StudySync* to create a trimester assessment plan 2.3c – ELA/ELD Benchmark data will be analyzed each trimester in order to track student growth and plan for interventions	2.3a – Teachers determined that because students were adjusting to new curriculum and the increased rigor of the assessments, trimester benchmarks would not be used to create a baseline in ELA/ELD. Instead, data from Unit 3 and Unit 5 in *Wonders* was used to create the baseline. Administration and teachers will consider adding Unit 1 next year in order to have additional data at the beginning of the year in order to best drive student groupings for intervention and classroom instruction. The staff will also consider adding a performance task in place of Unit 2 and 4 in order to best prepare students for the CAASPP assessment and give additional data necessary to drive classroom instruction and student groups in intervention. In 2017-18, 61% of Kindergarten–Grade5 students were at grade level according to Unit 3 and 5 in *Wonders*. In Grades 6–8, 49.7% of students were at grade level according to Unit 1 assessment results in *StudySync*. 2.3b – In the Grade Level Summits at SCSOS, and in individual grade level meetings, all assessments were reviewed in order to create an assessment plan. All teachers committed to administering Unit 3 and 5 for data tracking purposes. Additionally, teachers administer other weekly assessments as formative assessment opportunities. The assessment plan will again be updated in 2017-18. 2.3c - ELA/ELD benchmark data was analyzed by teachers in order to determine appropriate interventions needed.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	None	None

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   **4**

	PLANNED	ACTUAL
Actions/Services	2.4a – Teachers will administer trimester benchmarks in math in order to track student progress, drive instruction, and identify students needing intervention services 2.4b - Analyze all benchmark/summative assessment opportunities presented in *Go Math* to create a trimester assessment plan 2.4c – Math Benchmark data will be analyzed each trimester in order to track student growth and plan for interventions	2.4a – Kindergarten–Grade5 teachers administered all Unit tests in *GoMath!* as well as the end of the year *GoMath!* assessment. 6th – 8th Grade teachers administered CPM tests throughout the year. An end of the year exam was also administered (CPM) to create a baseline for the 2017-2018 LCAP. 2.4c – Math benchmark data was analyzed each trimester to track student growth and plan for interventions.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	2.4b - $1,000.00 (suppl) 1000-1999 Cert. Salary	2.4b – None

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 **5**

	PLANNED	ACTUAL
Actions/Services	2.5a – Update reclassification policy to reflect any new assessments used for the reclassification of students 2.5b and 2.6a – Students will receive improved designated ELD services from a credentialed teacher 30 minutes per day 5 days per week 2.5c and 2.6b - Teachers will be provided data for every EL in their class in order to provide improved integrated and Designated ELD services	2.5a – Reclassification Policy was updated in March/April 2017 and was taken to the Board of Trustees for approval on 4/20/17. 2.5b and 2.6b – Students received Designated ELD services five times a week for 30 minutes per day from Jennifer Sims, a credentialed teacher. The ELD teacher attended a 6-day ELD institute with Dr. Kate Kinsella as well as 5 collaboration days with other ELD teachers in Sutter County in order to plan for instruction and incorporate routines from the ELD institute with the *Wonders* Designated ELD curriculum. 2.5c and 2.6b – All teachers were given CELDT data on English learners they serve.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	2.5b - $66,463.00 (Title 1) 1000-1999 Cert. Salary	2.5b - $66,463.00 (Title 1)

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 6

Actions/Services	PLANNED 2.6a – Students will receive improved designated ELD services from a credentialed teachers 30 minutes per day 5 days per week 2.6b - Teachers will be provided data for every EL in their class in order to provide improved integrated and Designated ELD services	2.6a – The Reclassification Policy was updated in March/April 2017 and was taken to the Board of Trustees for approval on 4/20/17. 2.6b– Students received Designated ELD services five times a week for 30 minutes per day from Jennifer Sims, a credentialed teacher. The ELD teacher attended a 6-day ELD institute with Dr. Kate Kinsella as well as 5 collaboration days with other ELD teachers in Sutter County in order to plan for instruction and incorporate routines from the ELD institute with the *Wonders* Designated ELD curriculum.
Expenditures	BUDGETED 2.6a - $66,463.00 (Title 1) 1000-1999 Cert. Salary	ESTIMATED ACTUAL 2.6a – See 2.5b

[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.	Implementation of the actions and services effectively supported the achievement of Goal 2. An assessment plan for math and ELA/ELD was created during the 2016 – 2107 school year. Four students reclassified this year and 56% of our English Learners moved one AMAO level or greater.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	English Learners were provided with a fifth day of ELD instruction (30 minutes) during the 2016 -2017 school year. This additional time helped support the success of our English Learners. The results of classroom assessments helped to guide intervention and extension of teaching/learning.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Minimal differences existed in the budgeted versus actual expenditures. The budgeted expenditures for Goal 2, as $69,463.00. The actual amount spent on this goal in 2016 – 2017 was $67,013.00, so there was no material difference in estimated actual and budgeted expenditures for Goal 2.
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.	Additional assessments may be added to the 2017-2018 school year in Grades 6 – 8. An additional Unit 1 assessment will be added to the 2017 – 2018 school year, but the assessment will be modified to only include one story selection. The full time ELD teacher will be retained for future years to support English Learners, parents and teachers.

Goal 3	**Engagement** 3.1 - Increase parent involvement, pupil engagement, and school climate by administering a parent, staff, and student survey 3.2 - Increase parent involvement by providing workshops/trainings to parents 3.3 - Increase parent involvement of English learners by providing services to second language parents 3.4 - Increase school climate by addressing suspension and expulsion rates 3.5 - Increase student engagement by addressing attendance rates, chronic absenteeism rates, and middle school dropout rates 3.6 - Decrease the number of students that are tardy to school less than 30 minutes 3.7 - Continue to supplement transportation services

	3.8 - Implement "The Doghouse" after school program

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

[ANNUAL MEASURABLE OUTCOMES](#)

EXPECTED

3.1 –Explore the possibility of a phone application that would help to ensure immediate notification to staff and families in case of an emergency to maintain feels of safety
3.1 – Principal will send home monthly newsletters
3.1 – Create a Vision statement
3.2 – Provide 1 workshop for parents in order to inform of the changes to ELA/ELD curriculum and technology demands
3.2 – Provide parents training on RtI process and grade reporting
3.3 – Increase attendance at ELAC meetings and provide parents with more translation and interpretation services
3.4– Maintain suspension and expulsion rates less than 1%
3.5 – Maintain attendance rate of 96%, decrease the chronic absenteeism rate by 3 students, and maintain the middle school dropout rate of 0
3.6 – Decrease the number of students tardy each month from 96 to 86
3.7 – Continue to supplement transportation services
3.8 – Implement "The Doghouse" after school program

ACTUAL

3.1 – The *Catapult* program was researched, but the program was not deemed feasible due to inconsistency of cellular signal availability. Other options will be explored through the Aeries system in 2017-18. On 3/13/17 staff received *ALICE* training.
3.1 – Principal sent home monthly updates on what teachers did during each Minimum Day meeting. This information was also posted on the school webpage. The intention of the communication was to be transparent with parents and the community about the kind of work being done when students were dismissed early from school on Wednesdays.
3.1 –The Vision statement was created by staff on 3/23/17. *Our vision is to prepare all students for the future demands of career, college and life in the 21st century. We will provide an exceptional educational experience in a caring, engaging, safe, and healthy environment in partnership with family and community. Students will be technologically competent and will develop creative, collaborative, and critical problem-solving skills to consistently meet standards of excellence.*
3.2 – At the ELAC meeting on October 24 2016, a parent workshop was provided in order to inform parents of the changes to the ELA/ELD curriculum and technology demands students face as a result of the new ELA/ELD program and CAASPP testing. Eleven parents attended. Efforts will continue to increase attendance at parent workshops.
3.2 – The RtI process was discussed in detail with parents at parent

conferences in November.

3.3 – Attendance continues to be inconsistent. Translation and interpretation services were increased. A bilingual instructional aide is available to communicate with parents before school and after her shift ends.

3.4– Maintained suspension and expulsion rates less than 1%

3.5 – Maintained attendance rate of 96%, decrease the chronic absenteeism rate by 3 students, and maintain the middle school dropout rate of 0

3.6 – Decreased the number of students tardy each month from 96 to 86

3.7 – Continued to supplement transportation services

3.8 – Implemented "The Doghouse" after school program

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**

	PLANNED	ACTUAL
Actions/Services	3.1a – Explore the safety app, "Catapult" 3.1b – Principal will send home monthly newsletters highlighting topics discussed at Wednesday collaboration meetings 3.1c – The Mission/Vision Committee will collaborate to create a Vison statement	3.1a - The *Catapult* program was researched, but the program was not deemed feasible due to inconsistency of cellular signal availability. Other options will be explored through the Aeries system in 2017-18. On 3/13/17 staff received *Alice* training. 3.2b – Principal sent home monthly updates on what teachers did during each Minimum Day meeting. This information was also posted on the school webpage. The intention of the communication was to be transparent with parents and the community about the kind of work being done when students were dismissed early from school on Wednesdays. 3.1c – The Mission/Vision committee collaborated to create a Vision statement on 3/23/17.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	3.1a - $2,000.00 (Base) 5000-5999 Oper. Exp. 3.1c - $110.00 (Suppl) 1000-1999 Cert. Salary	3.1a – None 3.1c - $500.00 (Suppl)

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 **2**

Actions/Services	PLANNED	ACTUAL
	3.2a – Reach out to parents in variety of ways to increase attendance at workshops 3.2b – Provide parents with resources within curriculum, including technology, in order for them to better understand and support their child at home 3.2c – Train parents on how to understand the report cards during parent/teacher conferences 3.2d – Inform parents of the RtI/Intervention process during parent/teacher conferences	3.2a – Increased efforts to obtain better attendance at ELAC meetings have continued. Information is located on the website, sent home on a translated flyer, personal phone calls are made, and attendees are offered incentives to attend (such as raffle prizes and free tickets to the carnival). 3.2b – As outdated laptops become available, a waiting list is utilized in order to provide families technology for home use. Families are placed on the waiting list through ELAC and teacher recommendation. 3.2c – All teachers held parent conferences in November 2016 and some in the Spring of 2017. Teachers informed parents on how to understand the report card. 3.2d – During parent conferences in the Fall and Spring, teachers talk to families about the RtI/Intervention process. Information is also located on the website in the Superintendent's report of Minimum Day collaboration time for teachers. RtI/Intervention is a regular part of these Minimum Day collaboration meetings.

Expenditures	BUDGETED	ESTIMATED ACTUAL
	None	None

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 **3**

Actions/Services	**PLANNED** 3.3a – Increase amount of translators available for parent conferences based on need 3.3b – Increase the amount of informational materials that are translated for second language families	**ACTUAL** 3.3a – Translators are available and used for Parent Conferences 3.3b - YCUSD provides translated materials for families in both Spanish and Punjabi.
Expenditures	**BUDGETED** 3.3a - $500.00 (Title 2) – 2000-2999 Class. Salaries 3.3b - $1,000.00 (Title 2) 5000 – 5999 Oper.Exp.	**ESTIMATED ACTUAL** 3.3a – $300.00 (Title 2) Classified Salaries 3.3b - None

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 **4**

Actions/Services	**PLANNED** 3.4 – Maintain suspension and expulsion rates less than 1%	**ACTUAL** 3.4 – According to the CA School Dashboard, suspension rates are in the "Yellow" performance category. Status was reported as Medium and change was reported as Maintained. Socioeconomically Disadvantaged students and Hispanic students fall in the "Orange" performance category and fall below "all students". Other significant subgroups, including Students with Disabilities and "White" students are above all students in the "Green" and "Blue" performance category. There were no expulsions.
Expenditures	**BUDGETED** 3.4 - None	**ESTIMATED ACTUAL** 3.4 - None

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 **5**

	PLANNED 3.5a –Explore the cost for a full-time counselor 3.5b – Investigate implementing PBIS (Positive Behavior Intervention Support)	ACTUAL 3.5a – A full time counselor was not explored in 16-17. 3.5b – After further consideration by the staff, the PBIS program is not needed at this time. Students are recognized monthly for positive efforts in Citizenship and Academics. Bulldog tickets are provided as an incentive for students displaying positive citizenship traits while on campus.
Actions/Services		
Expenditures	BUDGETED None	ESTIMATED ACTUAL None

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 **6**

	PLANNED 3.6a – Create a positive attendance program 3.6b – Provide monthly positive attendance awards that are announced during school-wide announcements or assemblies	ACTUAL 3.6a – The addition of a breakfast program on campus has decreased the number of tardies for students. The principal/superintendent makes personal phone calls home to chronically absent and tardy students. Positive attendance is also talked about at monthly assemblies. 3.6b – Students with perfect attendance receive a certificate and gift card at the end of the year assembly. Monthly awards and announcements at assemblies were not implemented this year.
Actions/Services		
Expenditures	BUDGETED None	ESTIMATED ACTUAL None

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 **7**

	PLANNED	ACTUAL
Actions/Services	3.7 – Maintain bus transportation for in-district students	3.7 – Maintained bus transportation for in-district students
	BUDGETED	ESTIMATED ACTUAL
Expenditures	3.7 - $105,000 (suppl) 5000-5999 Oper. Exp.	3.7 - $105,000 (suppl)

<u>ACTIONS / SERVICES</u>

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 **8**

	PLANNED	ACTUAL
Actions/Services	3.8a – Maintain "The Doghouse" afterschool program 3.8b – Train paraprofessionals in the areas of classroom management, homework assistance, and safety protocols	3.8a – Maintained "The Doghouse" afterschool program 3.8b – Classroom teachers regularly work with "The Doghouse" staff to improve classroom management, suggest ways to help with homework, and establish safety protocols. All paraprofessionals attended *ALICE*training on 3/13/17. There is regular communication between regular day teachers and "The Doghouse" staff. Two "Doghouse" staff work with students during the regular day so there is a direct alignment of academic and behavior expectations.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	3.8a - $85,000.00 (locally restricted funds) 2000-2999 Class. Salary 3.8b - $1,000.00 (suppl) 2000-2999 Class. Salalry	3.8a - $37,070 (salaries), 4,791 (benefits)Total: $41,861.00 (locally restricted funds) 2000- 2999 3.8b - $223.22 (7 paraprofessionals attended the ALICE training) – (suppl)

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.	Implementation of the actions and services effectively supported the achievement of Goal 3, increasing parent and student involvement. A parent and student survey was administered in the spring of 2017. Of the parents that completed the survey, 97% indicated that they felt that Franklin Elementary School District promotes parent involvement. Parents were informed of Wednesday collaboration meeting agendas through a posting on the website. The Doghouse after school program offered homework assistance to approximately 50 students daily. Attendance remained at 96%. ELAC meetings were held three times throughout the year.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	100% of parents invited to Parent/Teacher conferences attended conferences during the Fall of 2017. Parents were taught how to read their child's report card and also learned more about intervention or extension activities put in place for their child. Parent involvement continued to be high as evidenced by high numbers of parents volunteering in their child's classroom, as well as participating in school events such as Music Events, Jogathon, Book Sales, etc.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The difference between budgeted expenditures and actual expenditures is due to the after school program enrolling 50 students for the year as opposed to the projected 100 students we anticipated having in the program. The budgeted expenditures for Goal 3 was $194,610.00 with the actual expenditures equaling $147,884.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	The Mission and Vision statements were created in 2016 – 2017 so this goal will be removed in 2017 -2018. A full or part-time counselor was not explored in 2016 – 2017 but will be put on the LCAP for 2017-2018 for possible consideration. The agendas for Wednesday collaboration days were posted on the website during the 2016-2017 school year but it was suggested through stakeholder input that parent information should be sent home electronically for outlying years.

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 District began the process of reviewing the Annual Update in August 2016 and gathering input from stakeholder groups in January and this process continued throughout the development of the LCAP. The following stakeholder meetings and surveys were used in the development of this document.

Teachers & Classified Staff met on the following date to review information pertaining to the LCAP:
8/10/16

Teachers' Meetings
Reviewed information pertaining to LCAP
12/5/16
4/3/17
5/22/17

April 7, 2017
Students in Grades Kindergarten–8 took survey

April 4, 2017 – May 8, 2017
Parent/Community Survey Open

May 11, 2017
LCAP Advisory Committee meeting
Reviewed action toward LCAP goals and results of surveys in order to get input on 2017-18 goals/actions

Board of Trustees meetings – Updates on LCAP goals and actions
11/10/16
4/20/17
5/18/17

English Language Advisory Committee (ELAC)
5/15/17

IMPACT ON LCAP AND ANNUAL UPDATE

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

Staff, Board, and LCAP Advisory Committee reviewed input from all stakeholders. Input was synthesized into three main goals:
1. Ensure that all students are college and career ready by providing rigorous, relevant, and high quality instruction.
2. Utilize a broad course of study that academically challenges all students and develops citizenship, leadership, and innovative thinking.
3. Foster positive relationships between staff, students, parents, and the community as part of a successful learning environment.

Specific actions to continue or include in our 17-18 goals:
1. Continue implementation of the CA ELA/ELD, Math, and NGSS standards and frameworks using aligned materials and assessments.
2. Provide high quality professional development to focus on CA ELA/ELD, Math, and NGSS frameworks, standards, materials, and assessments.
3. Maintain a progress monitoring system and provide timely intervention to close any achievement gaps.
4. Increase technology to provide 1:1 devices to students, Grades 3–8, in a three-year purchase model.

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	Franklin Elementary School District will provide **conditions of learning** that will develop College and Career Ready students

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

1.1a – Maintain standards-aligned instructional materials in ELA/ELD and Math

1.1b - Current science instructional materials are not completely aligned to Next Generation Science Standards (NGSS)

1.1c – Current History/Social Science materials are not aligned to the new framework

1.1d – Increased technology demands within the curriculum will require additional laptops

1.2 - Rigorous curriculum in ELA/ELD, Math, a new History/Social Science Framework, and the implementation of NGSS require intense professional development for teachers in order to best serve the diverse student needs

1.3 - Maintain fully credentialed and appropriately assigned teachers

1.4a - Maintain broad course access for all students

1.4b – There is not a formalized implementation plan for the transition to NGSS

1.5 - Maintain facilities in good repair as per Facilities Inspection Tool

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.1a - Local Indicator – Basic Conditions at School	Current ELA/ELD and math instructional materials are standards-aligned	Maintain standards-aligned instructional materials in ELA/ELD and math	Maintain standards-aligned instructional materials in ELA/ELD and math	Maintain standards-aligned instructional materials in ELA/ELD and math
1.1b - Local Indicator – Basic Conditions at School	Instructional materials in science are not aligned to the Next Generation Science Standards (NGSS)	Evaluate materials to determine what can be repurposed with modification. Evaluate options for freely available unit/lesson resources as well as options for the purchase of new transitional materials	Evaluate the relative success of two units of study implemented in the prior year. Evaluate new instructional materials on the SBE approved materials list. Consider using the Toolkit if available. Consider piloting materials.	Adopt comprehensive, year-long instructional materials in all grades
1.1c – Local Indicator – Basic Conditions at School	Instructional materials in History/Social Science are not aligned to the new Framework	Attend Framework roll out offered by Sutter County Superintendent of Schools. Begin initial review of materials presented to SBE for recommendation	Continue review of materials presented to SBE for recommendation. Consider piloting materials	Pilot or purchase materials
1.1d – Inventory of 1:1 devices	8th Grade class is the only class with 1:1 devices	Purchase 1:1 devices for an additional 4 classes	Purchase 1:1 devices for an additional 4 classes	Purchase 1:1 devices for an additional 3 classes
1.2 - Local Indicator – Implementation of State Academic Standards	Teachers are offered ongoing professional development in ELA/ELD, Math, Science, and History/Social Science	Continue to provide ongoing professional development for teachers in ELA/ELD, Math, Science, and History/Social Science	Continue to provide ongoing professional development for teachers in ELA/ELD, Math, Science, and History/Social Science	Continue to provide ongoing professional development for teachers in ELA/ELD, Math, Science, and History/Social Science

1.3 - Local Indicator – Basic Conditions at School	All teachers are fully credentialed and appropriately assigned	Maintain fully credentialed and appropriately assigned teachers	Maintain fully credentialed and appropriately assigned teachers	Maintain fully credentialed and appropriately assigned teachers
1.4a - Daily Instructional Schedule	All students have access to a broad course of study	Maintain broad course access	Maintain broad course access	Maintain broad course access
1.4b – Daily Instructional Schedule and Local Indicator – Implementation of State Standards	There is no comprehensive transition plan for NGSS	Collaborate on: vision for science in all grades, expectations and support for units of study to be initially implemented, and parent engagement for NGSS	Collaborate on: evaluating and refining the vision for science in all grades, expectations and support for expanding units of study to fully implement grade level standards, and evaluate and improve parent engagement for NGSS	Evaluate school structures (such as science minutes, space for materials, etc.) as well as progress in instructional shifts to determine needs for full implementation.
1.5 - Local Indicator – Basic Conditions at School (Facilities Inspection Tool)	Facilities are in good repair as per Facilities Inspection Tool	Maintain facilities in good repair as per Facilities Inspection Tool	Maintain facilities in good repair as per Facilities Inspection Tool	Maintain facilities in good repair as per Facilities Inspection Tool

[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   1.1a

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:_____

<div align="center">OR</div>

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

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
- Maintain standards-aligned instructional materials in ELA/ELD and math. - Purchase consumables for ELA/ELD - Purchase *Academic Vocabulary Toolkit* for Grade 5	- Maintain standards-aligned instructional materials in ELA/ELD and math - Purchase consumables for ELA/ELD	- Maintain standards-aligned instructional materials in ELA/ELD and math - Purchase consumables for ELA/ELD

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20

Amount	a. none b.$200.00 c. $500.00	Amount	a. $500.00	Amount	a. $500.00
Source	a. None b. Supplemental c. Supplemental	Source	a. Supplemental	Source	a. Supplemental
Budget Reference	a. None b.4100 c.4100	Budget Reference	a. 4100	Budget Reference	a. 4100

Action **1.1b**

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

OR

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
• Site level planning time dedicated to science	• Site level planning time dedicated to science	• Site level planning time dedicated to science

- SCSOS Educational Services support for developing units of study, as well as facilitating the process of reviewing materials using the Achieve Lesson Screener and/or EQUIP rubric v. 3.0
- SCSOS Educational Services support on-site for supporting NGSS-aligned instructional practices

- SCSOS Educational Services support for evaluating relative success of new units, possibly expanding the development or acquisition of additional units of study. Review key components of tools like the Achieve Lesson Screener and/or EQUIP rubric v. 3.0 throughout the process
- SCSOS Educational Services support on-site for supporting NGSS-aligned instructional practices and identifying areas of focus for support

- SCSOS Educational Services support for using a toolkit or similar process to evaluate instructional materials approved by the SBE for adoption
- SCSOS Educational Services support on-site for evaluating progress towards fully-aligned NGSS instructional practices and action-planning for areas of greatest need

BUDGETED EXPENDITURES

2017-18

Amount	a.$1,000.00 (subs) b.$500.00 (staff dev.) c.$500.00 (on-site staff dev.)
Source	a. Supplemental b. Supplemental c. Supplemental
Budget Reference	a.1000-Substitutes, 3xxx-Benefits b.1100 - Certificated Teacher Salaries, 3xxx Benefits c.1100 – Certificated Teacher Salaries, 3xxx-Benefits

2018-19

Amount	a.$1,000.00 (subs) b.$500.00 (staff dev.) c.$500.00 (on-site staff dev.)
Source	a. Supplemental b. Supplemental c. Supplemental
Budget Reference	a.1000-Substitutes, 3xxx-Benefits b.1100 - Certificated Teacher Salaries, 3xxx Benefits c.1100 – Certificated Teacher Salaries, 3xxx-Benefits

2019-20

Amount	a.$1,000.00 (subs) b.$500.00 (staff dev.) c.$500.00 (on-site staff dev.)
Source	a. Supplemental b. Supplemental c. Supplemental
Budget Reference	a.1000-Substitutes, 3xxx-Benefits b.1100 - Certificated Teacher Salaries, 3xxx Benefits c.1100 – Certificated Teacher Salaries, 3xxx-Benefits

Action   **1.1c**

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

OR

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
• Since current History/Social Science materials are not aligned to the new Framework, all staff will need to review the current Framework and materials and pilot or purchase updated instructional materials. Teachers participate in a *History/Social Studies Framework Rollout* offered by Sutter County Superintendent of Schools.	• Review History/Social Science instructional materials available for adoption	• Pilot or purchase History/Social Science instructional materials Kindergarten–Grade 8

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	a.$200.00 (substitutes)	Amount	a.$1,000.00 (substitutes)	Amount	a.$100,000.00 (textbook

	b.$300.00 (staff dev.)				adoption)
Source	a. Supplemental b. Supplemental	Source	a. Supplemental	Source	a. Supplemental
Budget Reference	a.1000- Substitutes, 3xxx - Benefits b.1100 – Certificated Teacher Salaries, 3xxx-Benefits	Budget Reference	a.1000- Substitutes, 3xxx-Benefits	Budget Reference	a.4300 – Instructional Supplies

Action **1.1d**

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

OR

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Update the current infrastructure to accommodate to additional 1:1 devices • Purchase new domain controller • Upgrade wireless access points in 5 classrooms	• Continue to update the current infrastructure to accommodate to additional 1:1 devices • Upgrade wireless access	• Continue to update the current infrastructure to accommodate to additional 1:1 devices • Upgrade wireless access points in 5 additional classrooms

• In order to accommodate the increased number of computers in the lab in classrooms, consider increasing lab tech hours	points in 5 additional classrooms

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	a. $50,000.00 (1:1 devices) b.$3,940.00 (domain controller) c. $2,400.00 ((upgrade wireless) d.$13,516.00 (aide salary)	**Amount**	a. $50,000.00 (1:1 devices) b. $2,400.00 ((upgrade wireless)	**Amount**	a. $50,000.00 (1:1 devices) b. $2,400.00 ((upgrade wireless)
Source	a.REAP b.REAP c.REAP d.REAP	**Source**	a.REAP b.REAP	**Source**	a.REAP b.REAP
Budget Reference	a.6000 – Capital Outlay b. 5000 – Services and Other Operating Expenditures c. 5000 – Services and Other Operating Expenditures d. 2000 & 3000 – Classified Salaries and Benefits	**Budget Reference**	a.6000 – Capital Outlay b. 5000 – Services and Other Operating Expenditures	**Budget Reference**	a.6000 – Capital Outlay b. 5000 – Services and Other Operating Expenditures

Action 1.2

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Teachers will participate in Grade-Level Summits and other county-wide professional development opportunities offered through Sutter County Superintendent of Schools that focus on ELA/ELD, math, science, and history/social science. • Customized professional development from Sutter County Superintendent of Schools will be provided on site to support teachers in all content areas. • Kindergarten–Grade5 teachers will work with SCOE consultant, to engage in professional development specific to *Wonders* assessment and writing • 4 teachers will participate in the Chico CUE conference • 4 teachers will attend Sacramento Area Science Project (SASP) Summer Institute at Sacramento State, June 19-22, 2017 • Consider sending teachers to Kate Kinsella sessions through Sutter County Superintendent of Schools	• Teachers will participate in Grade-Level Summits and other county-wide professional development opportunities offered through Sutter County Superintendent of Schools that focus on ELA/ELD, math, science, and history/social science. • Customized professional development from Sutter County Superintendent of Schools will be provided on site to support teachers in all content areas.	• Teachers will participate in Grade-Level Summits and other county-wide professional development opportunities offered through Sutter County Superintendent of Schools that focus on ELA/ELD, math, science, and history/social science. • Customized professional development from Sutter County Superintendent of Schools will be provided on site to support teachers in all content areas.

• Teachers will attend the *History/Social Studies Framework Rollout* through Sutter County Superintendent of Schools					

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	a.$5,000.00 (staff dev.) b.$2,000.00 (staff dev.) c.$1,500.00 (staff dev.) d. $1,005.00 e. $2,000.00 f.$500.00 (subs) g.$200.00 (subs)	Amount	a. $5,000.00 (staff dev.) b. $2,000.00 (staff dev.)	Amount	a. $5,000.00 (staff dev.) b. $2,000.00 (staff dev.)
Source	a.supplemental b.supplemental c.supplemental d.educator effectiveness funds e.educator effectiveness funds f. Title II g.supplemental	Source	a.supplemental b.supplemental	Source	a.supplemental b.supplemental
Budget Reference	a.1000 & 1100 – Substitutes & Certificated Teacher Salaries, 3xxx Benefits b. 1000 & 1100 – Substitutes & Certificated Teacher Salaries, 3xxx Benefits c. 1000 & 1100 – Substitutes & Certificated Teacher Salaries, 3xxx Benefits	Budget Reference	a.1000 & 1100 – Substitutes & Certificated Teacher Salaries, 3xxx Benefits b. 1000 & 1100 – Substitutes & Certificated Teacher Salaries, 3xxx Benefits	Budget Reference	a.1000 & 1100 – Substitutes & Certificated Teacher Salaries, 3xxx Benefits b. 1000 & 1100 – Substitutes & Certificated Teacher Salaries, 3xxx Benefits

d. 5802		
e. 5802		
f.1000		

Action   **1.3**

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 Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Maintain fully credentialed and appropriately assigned teachers	• Maintain fully credentialed and appropriately assigned teachers	• Maintain fully credentialed and appropriately assigned teachers

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$1,987,512.00 (Sims, Poppinga, Cruz included in other actions)	Amount	$1,987,512.00 (Sims, Poppinga, Cruz included in other actions)	Amount	$1,987,512.00 (Sims, Poppinga, Cruz included in other actions)

Source	Base	Source	Base	Source	Base
Budget Reference	1100 – Certificated Teacher Salaries, 3xxx Benefits	Budget Reference	1100 – Certificated Teacher Salaries, 3xxx Benefits	Budget Reference	1100 – Certificated Teacher Salaries, 3xxx Benefits

Action **1.4a**

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

OR

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

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Maintain broad course access for all students • Enhance the GATE program for all students through increased opportunities within the school day • Conduct a needs assessment in VAPA, music, PE, and art in order to establish a funding source for maintaining and updating programmatic needs	• Maintain broad course access for all students • Continue to enhance the GATE program for all students through increased opportunities within the school day • Maintain full-time PE instructor • Maintain full time music	• Maintain broad course access for all students • Continue to enhance the GATE program for all students through increased opportunities within the school day • Maintain full-time PE instructor • Maintain full time music teacher (Kindergarten-Grade 5 classroom music and Grades 6-8 choir/band)

- Purchase *Art with Joy* DVDs for art instruction in Kindergarten–Grade 5.
- 5th–8th Grade students will participate in 2 six week art sessions throughout the year with art consultant.
- Maintain full-time PE instructor
- Maintain full time music teacher (Kindergarten-Grade 5 classroom music and Grades 6-8 choir/band)
- Evaluate master schedule to allow for 50-minute band class

teacher (Kindergarten-Grade 5 classroom music and Grades 6-8 choir/band)
- Continue art instruction and re-evaluate additional opportunities
- Evaluate programmatic needs based on 17-18 needs assessment in VAPA, music and PE

- Continue art instruction and re-evaluate additional opportunities
- Continue to evaluate programmatic needs in VAPA, music and PE

BUDGETED EXPENDITURES

2017-18

Amount	a.None b.$7,500.00 (field trips, GATE classes) c.None d.$1,000.00 (DVDs) e.$7,000.00 f. $95,233.00 g. $93,651.00 h.None
Source	a.None b.Local Revenues, Supplemental c.None d.Base e. Supplemental f.Base g.Base

2018-19

Amount	a.None b.$7,500.00 (field trips, GATE classes) c. $95,233.11 d. $93,651.20 e.$7,000.00 f.None
Source	a. None b. Supplemental c. Base d. Base e. Supplemental f. None

2019-20

Amount	a.None b.$7,500.00 (field trips, GATE classes) c. $95,233.11 d. $93,651.20 e.$7,000.00 f.None
Source	a. None b. Supplemental c. Base d. Base e. Supplemental f. None

Budget Reference		Budget Reference		Budget Reference
h.None				
a.None b.5xxx– Services & Other operating expenses c.None d.4300 – Instructional Supplies e. 5xxx –Services f.1100 - Certificated Teacher, 3xxx Salaries g.1100 – Certificated Teacher, 3xxx- Salaries h.None		a.None b.5xxx – Services & Other operating expenses c.None d.4300 – Instructional Supplies e. 5xxx-Services f.1100 - Certificated Teacher, 3xxx Salaries g.1100 – Certificated Teacher, 3xxx Salaries h.None		a.None b.5xxx – Services & Other operating expenses c.None d.4300 – Instructional Supplies e. 5xxx-Services f.1100 - Certificated Teacher, 3xxx Salaries g.1100 – Certificated Teacher, 3xxx Salaries h.None

Action **1.4b**

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

OR

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
• Provide site level planning time dedicated to science in order to evaluate the current daily schedule to ensure minutes allowed for science instruction are increased and/or restructured to allow for meaningful instruction • Contract with Sutter County Superintendent of Schools to support teachers in developing a year-long overview of resources, units of study, and parent engagement strategies • Contract with Sutter County Superintendent of Schools to provide support in professional learning for administrators, such as learning walks and observation tools	• Provide site level planning time dedicated to science in order to evaluate the current daily schedule to ensure minutes allowed for science instruction are increased and/or restructured to allow for meaningful instruction • SCSOS Educational Services support for evaluating initial implementation efforts, expanding NGSS-aligned units of study, and planning for continued or improved parent engagement • Continued SCSOS Educational Services support for professional learning for administrators	• Provide site level planning time dedicated to science in order to evaluate the current daily schedule to ensure minutes allowed for science instruction are increased and/or restructured to allow for meaningful instruction • SCSOS Educational Services support for evaluating school structure changes, units of study and instructional practices, and parent engagement to identify implementation successes and needs • SCSOS Educational Services support for rolling out newly adopted curriculum materials for science including professional development for administrators in addition to teachers

[BUDGETED EXPENDITURES](#)

2017-18		2018-19		2019-20	
Amount	a. See action 1.1b b.$1,000.00 (staff development) c.$1,000.00 (admin. support)	Amount	a. See action 1.1b b.$1,000.00 (staff development) c.$1,000.00 (admin.	Amount	a. See action 1.1b b.$1,000.00 (staff development) c.$1,000.00

Source	a. None b. Supplemental c. Supplemental	Source	support) a. None b. Supplemental c. Supplemental	Source	(admin. support) a. None b. Supplemental c. Supplemental
Budget Reference	a. None b. 1100 Certificated Teacher Salaries, 3xxx Benefits c. 1100 Certificated Teacher Salaries, 3xxx Benefits	Budget Reference	a. None b. 1100 Certificated Teacher Salaries, 3xxx Benefits c. 1100 Certificated Teacher Salaries, 3xxx Benefits	Budget Reference	a. None b. 1100 Certificated Teacher Salaries, 3xxx Benefits c. 1100 Certificated Teacher Salaries, 3xxx Benefits

Action   **1.5**

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:_____

<div align="center">

OR

</div>

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20

☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Maintain facilities in good repair as per Facilities Inspection Tool • Repair roof leaks due to excessive rain in 2016-17 • Repair dry rot as a result of excessive rain • Repair roof gutters in the 6th Grade wing • Continue Parking lot expansion	• Maintain facilities in good repair as per Facilities Inspection Tool	• Maintain facilities in good repair as per Facilities Inspection Tool

[BUDGETED EXPENDITURES]

2017-18		2018-19		2019-20	
Amount	a.$250.00 b.$10,000.00 c.$5,000.00 d.$5,000.00 e.$240,000.00	Amount	a.$20,000.00	Amount	a.$20,000.00
Source	a. Base b. Base c. Base d. Base e. Base	Source	a. Base	Source	a. Base
Budget Reference	a.6200 -Doug Reeder (contract) b 6200 – Repair roof leaks c.6200 – Repair dry rot d.6200 – Repair roof gutters e.6170 – Parking Lot	Budget Reference	a.6200 - Repairs	Budget Reference	a.6200 - Repairs

☐ New	☒ Modified	☐ Unchanged

Goal 2	Franklin Elementary School District will plan programs, develop plans, and provide data from assessments that will maximize **pupil outcomes**

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

2.1a – 2015-16 ELA Academic Indicator data based on the CAASPP, indicates all students are in the "green" performance category with the average student scoring 31 points above Level 3 (Standard Met). This represents an increase of 13.6 points from the 2014-15.

2.1b – 2015-16 Math Academic Indicator data based on CAASPP, indicates all students are in the "green" performance category with the average student scoring 11.1 points above Level 3 (Standard Met). This represents an increase of 7.5 points from 2014-15.

2.2 - API is not a valid measure at this time

2.3 –Although baseline data was established in 16-17, additional data is needed in order to better plan for instruction and target student needs

2.4 – In *GoMath!*, 66.0% of students have met or exceeded grade level standards and 17.1% of students have met or exceeded grade level standards in *CPM*

2.5 – English learner reclassification: 11% (4/38) of students were reclassified

2.6 – English learner proficiency: 66% (25/38) of English learners increased one or more levels on the CELDT. According the California School, status is "Medium" at 72.7%. This represents an increase of 2.7% from the previous year.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2.1a – Academic Progress Indicator And CAASPP Data	"Green" Performance Category Status – "High" 31 points above level 3 Change "Increased" 13.6 points 2016-17 ELA CAASPP Data 3rd Grade 68% 4th Grade 81% 5th Grade 49% 6th Grade 69% 7th Grade 50% 8th Grade 65% Overall 64% **Preliminary Data**	Increase status to reflect 36 points above Level 3 (Standard Met) to 41 points above Level 3 (Standard Met) Adjust 2018-19 based on November release of the Dashboard Grade level and overall CAASPP scores will increase 4-5%	Adjust 2019-20 based on November 2018 release of the Dashboard and/or guidance from the state on what is determined to be adequate growth	Adjust 2020-21 based on November 2019 release of the Dashboard and/or guidance from the state on what is determined to be adequate growth
2.1b – Academic Progress Indicator And CAASPP Data	"Green" Performance Category Status – "High" 11.1 points below level 3 Change "Increased" 7.5 points 2016-17 Math CAASPP Data 3rd Grade 85% 4th Grade 85% 5th Grade 38% 6th Grade 65% 7th Grade 44% 8th Grade 57% Overall 62% **Preliminary Data**	Increase status to reflect 16.1 points above Level 3 (Standard Met) to 21.1 points above Level 3 (Standard Met) Adjust 2018-19 based on November release of the Dashboard Grade level and overall CAASPP scores will increase 3-4%	Adjust 2019-20 based on November 2018 release of the Dashboard and/or guidance from the state on what is determined to be adequate growth	Adjust 2020-21 based on November 2019 release of the Dashboard and/or guidance from the state on what is determined to be adequate growth
2.2 - API	API is currently not	Await guidance from the	Await guidance from the State	Await guidance from the State

	reported	State		
2.3 – Local ELA/ELD data	*Wonders* Data Kindergarten 89.4% 1st Grade 88.2% 2nd Grade 57.2% 3rd Grade 58.9% 4th Grade 45.7% 5th Grade 32.7% K-5 Weighted 61.0% *StudySync* Data 6th Grade 40.0% 7th Grade 55.4% 8th Grade 55.0% 6-8 Weighted 56.8%	*Wonders* Data Kindergarten 90% 1st Grade 89% 2nd Grade 60% 3rd Grade 60% 4th Grade 50% 5th Grade 40% K-5 Weighted 64% *StudySync* Data 6th Grade 45% 7th Grade 57% 8th Grade 57% 6-8 Weighted 58%	*Wonders* Data Kindergarten 91% 1st Grade 90% 2nd Grade 62% 3rd Grade 62% 4th Grade 52% 5th Grade 42% K-5 Weighted 66.0% *StudySync* Data 6th Grade 47% 7th Grade 59% 8th Grade 59% 6-8 Weighted 59%	*Wonders* Data Kindergarten 91% 1st Grade 90% 2nd Grade 63% 3rd Grade 63% 4th Grade 53% 5th Grade 43% K-5 Weighted 67% *StudySync* Data 6th Grade 48.0% 7th Grade 60% 8th Grade 60% 6-8 Weighted 60%
2.4 – Local Math data	*GoMath!* Data Kindergarten 89.4% 1st Grade 77.1% 2nd Grade 89.1% 3rd Grade 60.8% 4th Grade 51.0% 5th Grade 34.7% K-5 Weighted 66.0% *CPM* Data 6th Grade 31.0% 7th Grade 4.0% 8th Grade 14.0% 6-8 Weighted 17.1%	*GoMath!* Data Kindergarten 90% 1st Grade 79% 2nd Grade 90% 3rd Grade 62% 4th Grade 53% 5th Grade 40% K-5 Weighted 68% *CPM* Data 6th Grade 35% 7th Grade 25% 8th Grade 25% 6-8 Weighted 25%	*GoMath!* Data Kindergarten 90% 1st Grade 80% 2nd Grade 90% 3rd Grade 64% 4th Grade 55% 5th Grade 42% K-5 Weighted 69% *CPM* Data 6th Grade 37% 7th Grade 27% 8th Grade 27% 6-8 Weighted 27%	*GoMath!* Data Kindergarten 90% 1st Grade 81% 2nd Grade 90% 3rd Grade 65% 4th Grade 56.0% 5th Grade 43% K-5 Weighted 70% *CPM* Data 6th Grade 38% 7th Grade 28% 8th Grade 28% 6-8 Weighted 28%
2.5– Reclassification data	11% (4/38) Students	Reclassify an additional 3 students	Reclassify an additional 5 students	Reclassify an additional 5 students
2.6 – English Learner Progress	65% (11/17) of EL's made progress in 16-17	Baseline will be established with English	Re-evaluate benchmark goals based on the	Re-evaluate identified progress when ELPAC

Indicator and Local EL data	English Learner Progress Indicator (ELPI) reports a status of "Medium" 72.7%. Change "Increased" 2.7%	Language Proficiency Assessment for California (ELPAC)	transition from the CELDT to the ELPAC	benchmarks are established

Action   2.1a

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

OR

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Provide teachers collaboration time to analyze 14-15, 15-16, and 16-17 ELA CAASPP data with SCSOS Educational Services coordinator. Determine growth targets (if available) and use data to drive instruction and align instruction to match the rigor of SBAC	• Continue to provide teachers collaboration time to analyze ELA CAASPP data with SCSOS Educational Services coordinator. Determine growth targets (if available) and use data to drive instruction and align instruction to match the	• Continue to provide teachers collaboration time to analyze ELA CAASPP data with SCSOS Educational Services coordinator. Determine growth targets (if available) and use data to drive instruction and align instruction to match the rigor of SBAC

	rigor of SBAC	

2017-18		2018-19		2019-20	
Amount	$500.00	Amount	$500.00	Amount	$500.00
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1100 Certificated Teacher Salaries, 3xxx Benefits	Budget Reference	1100 Certificated Teacher Salaries, 3xxx Benefits	Budget Reference	1100 Certificated Teacher Salaries, 3xxx Benfits

Action 2.1b

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:_____

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Provide teachers collaboration time to analyze 14-15, 15-16, and 16-17 Math CAASPP data with SCSOS Educational	• Continue to provide teachers collaboration time to analyze Math CAASPP	• Continue to provide teachers collaboration time to analyze math CAASPP data with SCSOS

Services coordinator. Determine growth targets (if available) and use data to drive instruction and align instruction to match the rigor of SBAC	data with SCSOS Educational Services coordinator. Determine growth targets (if available) and use data to drive instruction and align instruction to match the rigor of SBAC	Educational Services coordinator. Determine growth targets (if available) and use data to drive instruction and align instruction to match the rigor of SBAC

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$500.00	Amount	$500.00	Amount	$500.00
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000 & 1100 Substitutes and Certificated Teacher Salaries, 3xxx Benefits	Budget Reference	1100 Certificated Teacher Salaries, 3xxx Benefits	Budget Reference	1100 Certificated Teacher Salaries, 3xxx Benefits

Action   **2.2**

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

OR

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Maintain API as we await guidance from the State	• Maintain API as we await guidance from the State	• Maintain API as we await guidance from the State

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	None	Amount	None	Amount	None
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action **2.3**

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

OR

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged

- Evaluate the master schedule to determine and discuss common intervention times and available resources. Consider common times for grade level spans in order to maximize resources
- Provide paraprofessionals ELA training in order to better support students and teachers
- Evaluate ways to increase collaboration opportunities for teachers on minimum days so teachers can more effectively analyze data and plan for instruction and intervention opportunities for students
- Continue to receive *Illuminate* support in order to streamline *Wonders* and *StudySync* assignments and assessments into the online report card
- Update the current assessment plan
- Continue reading lab

- Continue to re-evaluate the master schedule to determine and discuss common intervention times and available resources. Consider common times for grade level spans in order to maximize resources
- Continue to provide paraprofessionals ELA training in order to better support students and teachers
- Continue to re-valuate ways to increase collaboration opportunities for teachers on minimum days so teachers can more effectively analyze data and plan for instruction and intervention opportunities for students
- Continue to receive *Illuminate* support in order to streamline *Wonders* and *StudySync* assignments and assessments into the online report card
- Update the current assessment plan as needed
- Continue reading lab

- Continue to re-evaluate the master schedule to determine and discuss common intervention times and available resources. Consider common times for grade level spans in order to maximize resources
- Continue to provide paraprofessionals ELA training in order to better support students and teachers
- Continue to re-valuate ways to increase collaboration opportunities for teachers on minimum days so teachers can more effectively analyze data and plan for instruction and intervention opportunities for students
- Continue to receive *Illuminate* support in order to streamline *Wonders* and *StudySync* assignments and assessments into the online report card
- Update the current assessment plan as needed
- Continue reading lab

BUDGETED EXPENDITURES

2017-18

Amount | a. None

2018-19

Amount | a. None

2019-20

Amount | a. None

	b,$500.00 c.None d.See Action 2.4 e.None f.$6,250.00		b,$500.00 c.None d.See Action 2.4 e.None f.$6,250.00	b,$500.00 c.None d.See Action 2.4 e.None f.$6,250.00
Source	b.Supplemental d.Supplemental f.Supplemental	Source	b.Supplemental d.Supplemental f.Supplemental	b.Supplemental d.Supplemental f.Supplemental
Budget Reference	b.5800 d.5800 f.5800 and 2100	Budget Reference	b.5800 d.5800 f.5800 and 2100	Budget Reference	b.5800 d.5800 f.5800 and 2100

Action **2.4**

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

2018-19

☐ New   ☒ Modified   ☐ Unchanged

2019-20

☐ New   ☒ Modified   ☐ Unchanged

- Continue to receive *Illuminate* support in order to streamline *GoMath!* and *CPM* assignments and assessments into the online report card
- Update the assessment plan

- Continue to receive *Illuminate* support in order to streamline *GoMath!* and *CPM* assignments and assessments into the online report card
- Update the assessment plan as needed

- Continue to receive *Illuminate* support in order to streamline *GoMath!* and *CPM* assignments and assessments into the online report card
- Update the assessment plan as needed

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	a. $5,400.00 (Contract) b. None	Amount	a. $5,400.00 (Contract) b. None	Amount	a. $5,400.00 (Contract) b. None
Source	a.Supplemental	Source	a. Supplemental	Source	a. Supplemental
Budget Reference	5800	Budget Reference	a.5800	Budget Reference	a.5800

Action **2.5/2.6**

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

OR

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
• Students will continue to receive improved designated ELD services from a credentialed teacher 30 minutes per day 5 days per week • Teachers will be provided EL data for every EL in their class in order to provide improved Integrated and Designated ELD services • LTEL students and students at risk of becoming LTEL will be identified. A plan of support will be created, the student monitored, and data shared among the classroom teacher and ELD teacher • Maintain ELD/Intervention teacher in order to provide improved Designated ELD services • ELD teacher will collaborate with other Sutter County Superintendent of Schools Title III Coordinator and ELD teachers in Sutter County on best practices and lesson design • EL teacher will participate in professional development opportunities offered by Sutter County Superintendent of Schools focused specifically on supporting English learners • ELD teacher will be provided professional development on the transition from CELDT to ELPAC and how it impacts testing and monitoring of student data and progress • Information regarding ELPAC and the implication of the transition from CELDT will be	• Students will continue to receive improved designated ELD services from a credentialed teacher 30 minutes per day 5 days per week • Techers will be provided EL data for every EL in their class in order to provide improved Integrated and Designated ELD services • LTEL students and students at risk of becoming LTEL will be identified. A plan of support will be created, the student monitored, and data shared among the classroom teacher and ELD teacher • Maintain ELD/Intervention teacher in order to provide improved Designated ELD services • ELD teacher will collaborate with other	• Students will continue to receive improved designated ELD services from a credentialed teacher 30 minutes per day 5 days per week • Techers will be provided EL data for every EL in their class in order to provide improved Integrated and Designated ELD services • LTEL students and students at risk of becoming LTEL will be identified. A plan of support will be created, the student monitored, and data shared among the classroom teacher and ELD teacher • Maintain ELD/Intervention teacher in order to provide improved Designated ELD services • ELD teacher will collaborate with other Sutter County Superintendent of Schools Title III Coordinator and ELD teachers in Sutter County on best practices and lesson design • EL teacher will participate in professional development opportunities offered by Sutter

shared with all teachers • Reclassification Policy will be updated to include data from local assessments	Sutter County Superintendent of Schools Title III Coordinator and ELD teachers in Sutter County on best practices and lesson design • EL teacher will participate in professional development opportunities offered by Sutter County Superintendent of Schools focused specifically on supporting English learners • ELD teacher will be provided continued support on the ELPAC • Teachers will continue to be provided information as it pertains to ELPAC as needed • Reclassification Policy will be updated as needed	County Superintendent of Schools focused specifically on supporting English learners • ELD teacher will be provided continued support on the ELPAC • Teachers will continue to be provided information as it pertains to ELPAC as needed • Reclassification Policy will be updated as needed

[BUDGETED EXPENDITURES](#)

	2017-18		2018-19		2019-20
Amount	a.$71,086.00 b. None c. None d. See a e.$500.00	Amount	a.$71,086.04 b. None c. None d. See a e.$500.00	Amount	a.$71,086.04 b. None c. None d. See a e.$500.00

	f.$500.00 g.$100.00 h. None l .None		f.$500.00 g.$100.00 h. None l .None		f.$500.00 g.$100.00 h. None l .None
Source	A .Title I e. Supplemental f. Supplemental g .Supplemental	Source	A .Title I e. Supplemental f. Supplemental g .Supplemental	Source	A .Title I e. Supplemental f. Supplemental g .Supplemental
Budget Reference	a.1100 – Sims Salary, 3xxx Benefits e.1100 – Staff Development – Sims, 3xxx Benefits f. 1100 – Staff Development – Sims, 3xxx Benefits g.1100 – Staff Development – Sims, 3xxx Benefits	Budget Reference	a.1100 – Sims Salary, 3xxx Benefits e.1100 – Staff Development – Sims, 3xxx Benefits f. 1100 – Staff Development – Sims, 3xxx Benefits g.1100 – Staff Development – Sims, 3xxx Benefits	Budget Reference	a.1100 – Sims Salary, 3xxx Benefits e.1100 – Staff Development – Sims, 3xxx Benefits f. 1100 – Staff Development – Sims, 3xxx Benefits g.1100 – Staff Development – Sims, 3xxx Benefits

☐ New ☒ Modified ☐ Unchanged

Goal 3	Franklin Elementary School District will promote student **engagement** and a school culture conducive to learning

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

3.1 – Continue to increase parent involvement, pupil engagement, and school climate by administering a parent, staff, and student survey in the Spring. Parents and staff wish to be kept current on upcoming events and activities

3.2 – Increased involvement of Kindergarten parents will better support the home to school connection from the beginning

3.3 – Increase parent involvement of English learners by continuing to provide services to second language families

3.4 – According to the California Schools Dashboard, suspension data from 2014-15 is in the "yellow" performance category with a status of "medium" at 1.2%. This data represents an increase in suspensions of 0.2% from 2013-14. Local data suggests 7 students were suspended in 2016-17.

3.5 – Maintain 0 student expulsions. Maintain 0 middle school dropouts

3.6 – More families are choosing to pull students from school for vacations and sports tournaments

3.7 – Continue to supplement transportation services in order to prevent forwarding the costs onto families

3.8 – The after school program provides students an opportunity for additional intervention and enrichment opportunities

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3.1 – Parent. Student, and Staff	Parent, Student, and Staff Survey currently	Continue to administer Parent, Student, and	Continue to administer Parent, Student, and	Continue to administer Parent, Student, and Staff

Surveys	being administered 1-2 times per year	Staff Survey	Staff Survey	Survey
3.2 – Sign in Sheets	Attendance at parent workshops remains low	Parent and student attendance at workshops will increase	Parent and student attendance at workshops will continue to increase	Parent and student attendance at workshops will continue to increase
3.3 – Survey of English learner parents	Attendance at ELAC meetings has increased	Maintain increased involvement	Maintain increased involvement	Maintain increased involvement
3.4 – Suspension Rate Indicator and Local Suspension Data	"Yellow" Performance Category Status "Medium" 1.2% Change "Maintained" 0.2% 2016-17 – 7 students suspended	Decrease the number of students suspended by 2	Decrease the number of students suspended by 2	Decrease the number of students suspended by 2
3.5 – Expulsion Data and Middle School Drop Out Data	No expelled students No middle school dropout students	Maintain 0 expelled students Maintain 0 middle school dropout students	Maintain 0 expelled students Maintain 0 middle school dropout students	Maintain 0 expelled students Maintain 0 middle school dropout students
3.6 – Attendance Data	Current attendance rate is 96% 19 students identified as chronically absent 86 student identified as chronically tardy	Increase attendance rate to 97% 15 or fewer students identified as chronically absent 76 or fewer students identified as chronically tardy	Maintain or increase 97% attendance rate 14 or fewer students identified as chronically absent 66 or fewer students identified as chronically tardy	Maintain or increase 97% attendance rate 13 or fewer students identified as chronically absent 56 or fewer students identified as chronically tardy
3.7 – Transportation Costs	Currently supplement transportation services	Continue to supplement transportation services	Continue to supplement transportation services	Continue to supplement transportation services
3.8 – After School Program Data	Maintain after school program	Maintain after school program	Maintain after school program	Maintain after school program

Action   **3.1**

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

OR

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Continue to administer the parent, student, and staff survey 1-2 times per year • Post resources on the website for parents to support students at home • Send home announcements on Monday instead of Wednesday. Also provide information electronically • Continue to post electronically and send home teacher collaboration notes describing what teachers do during Wednesday minimum day collaboration meetings • Weekly bulletin will better reflect the school wide happenings so teachers can	• Continue to administer the parent, student, and staff survey 1-2 times per year • Continue to post resources on the website for parents to support students at home • Continue to send home announcements on Monday instead of Wednesday. Also provide information electronically • Continue to post electronically and send home teacher collaboration notes describing	• Continue to administer the parent, student, and staff survey 1-2 times per year • Continue to post resources on the website for parents to support students at home • Continue to send home announcements on Monday instead of Wednesday. Also provide information electronically • Continue to post electronically and send home teacher collaboration notes describing what teachers do during Wednesday minimum day

be made aware of all school activities • The Franklin School Parents' Club will e-mail staff regarding school-wide happenings and events on a regular basis	what teachers do during Wednesday minimum day collaboration meetings • Weekly bulletin will better reflect the school wide happenings so teachers can be made aware of all school activities • PTO will continue to e-mail staff regarding school-wide happenings and events on a regular basis	collaboration meetings • Weekly bulletin will better reflect the school wide happenings so teachers can be made aware of all school activities • PTO will continue to e-mail staff regarding school-wide happenings and events on a regular basis

BUDGETED EXPENDITURES

2017-18

Amount	None
Source	
Budget Reference	

2018-19

Amount	None
Source	
Budget Reference	

2019-20

Amount	None
Source	
Budget Reference	

Action　**3.2**

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

OR

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Provide a Kindergarten parent orientation that explains traditions, school-wide events, and how parents can become involved in various events throughout the year • Provide a translator at Kindergarten parent orientation • Provide a workshop for parents on how to access the Parent Portal in *Illuminate* at Back to School Night	• Continue to provide a Kindergarten parent orientation that explains traditions, school-wide events, and how parents can become involved in various events throughout the year • Continue to provide a translator at Kindergarten parent orientation • Continue to provide a workshop for parents on how to access the Parent Portal in *Illuminate* at Back to School Night	• Continue to provide a Kindergarten parent orientation that explains traditions, school-wide events, and how parents can become involved in various events throughout the year • Continue to provide a translator at Kindergarten parent orientation • Continue to provide a workshop for parents on how to access the Parent Portal in *Illuminate* at Back to School Night

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	a.None b.$20.00	Amount	a.None b.$20.00	Amount	a.None b.$20.00
Source	b.Supplemental	Source	b.Supplemental	Source	b.Supplemental
Budget Reference	b.2100	Budget Reference	b.2100	Budget Reference	b.2100

Action   **3.3**

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 Group(s) ☐ Schoolwide **OR**	☐ Limited to Unduplicated Student
Location(s)	☒ All schools ☐ Specific Schools:_____	☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Videotape teachers teaching a lesson so parents of English learners can observe instruction and use similar strategies at home • Hold ELAC meetings at a later time of the day in order to accommodate parents' work schedules • Provide parents more notice of ELAC meetings • Provide parents information on the transition from CELDT to ELPAC. • Inform parents of changes to reclassification procedures as we await ELPAC scores	• Continue to videotape teachers teaching a lesson so parents of English learners can observe instruction and use similar strategies at home • Continue to hold ELAC meetings at a later time of the day in order to accommodate parents' work schedules • Continue to provide parents more notice of ELAC meetings • Continue to provide parents information on the transition from CELDT to ELPAC.	• Continue to videotape teachers teaching a lesson so parents of English learners can observe instruction and use similar strategies at home • Continue to hold ELAC meetings at a later time of the day in order to accommodate parents' work schedules • Continue to provide parents more notice of ELAC meetings • Continue to provide parents information on the transition from CELDT to ELPAC. • Continue to inform parents of changes to reclassification procedures as we await ELPAC

	• Continue to inform parents of changes to reclassification procedures as we await ELPAC scores	scores

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	None	Amount	None	Amount	None
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action **3.4**

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

OR

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Investigate PBIS as a school wide behavior system	• Move forward with PBIS implementation or another	• Move forward with PBIS implementation or another school-

- Conduct a needs assessment from staff and parents regarding the need for additional counseling and administrative support
- Investigate obtaining additional hours of psychology support for students
- Review the discipline policy handbook in order to make more uniform decisions for students regarding discipline
- Train all yard duty personnel in the Fall on discipline policies and procedures and playground rules
- Hold a Back to School assembly to review rules and procedures with students

school-wide behavior system depending on outcome of 2017-18 investigation
- Continue to act on needs assessment from staff and parents regarding the need for additional counseling and administrative support
- Move forward with obtaining additional hours of psychology support for students or explore other options if necessary
- Continue to review the discipline policy handbook in order to make more uniform decisions for students regarding discipline
- Continue to train all yard duty personnel in the Fall on discipline policies and procedures and playground rules
- Continue to hold a Back to School Assembly to review rules and procedures with students

wide behavior system depending on outcome of 2017-18 investigation
- Continue to act on needs assessment from staff and parents regarding the need for additional counseling and administrative support
- Move forward with obtaining additional hours of psychology support for students or explore other options if necessary
- Continue to review the discipline policy handbook in order to make more uniform decisions for students regarding discipline
- Continue to train all yard duty personnel in the Fall on discipline policies and procedures and playground rules
- Continue to hold a Back to School Assembly to review rules and procedures with students

BUDGETED EXPENDITURES

2017-18

Amount	a.None b.None c.None d.None e. $1,000.00

2018-19

Amount	a.$40,000.00 b.None c.$30,000.00 d.None e.$1,000.00

2019-20

Amount	a.$40,000.00 b.None c.$30,000.00 d.None e.$1,000.00

	f.None			f.None		f.None
Source	e. Supplemental	Source	a.Supplemental c.Supplemental e.Supplemental	Source	a.Supplemental c.Supplemental e.Supplemental
Budget Reference	e.5800	Budget Reference	a.4100 c.1110 – Certificated Salaries e.5800	Budget Reference	a.4100 c.1110 – Certificated Salaries e.5800

Action 3.5

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Maintain 0 expelled students • Maintain 0 middle school dropout students	• Maintain 0 expelled students • Maintain 0 middle school dropout students	• Maintain 0 expelled students • Maintain 0 middle school dropout students

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	None	Amount	None	Amount	None
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action   **3.6**

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

OR

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Provide students attendance incentives • Positive attendance certificates distributed monthly by the Principal in the primary grades	• Continue to provide students attendance incentives • Continue to provide positive attendance certificates distributed monthly by the Principal in the primary	• Continue to provide students attendance incentives • Continue to provide positive attendance certificates distributed monthly by the Principal in the

	grades	primary grades

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	a.$1,000.00 b.$500.00	Amount	a.$1,000.00 b.$500.00	Amount	a.$1,000.00 b.$500.00
Source	a.Supplemental b.Supplemental	Source	a.Supplemental b.Supplemental	Source	a.Supplemental b.Supplemental
Budget Reference	a.4300 b.4300	Budget Reference	a.4300 b.4300	Budget Reference	a.4300 b.4300

Action **3.7**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Continue to supplement transportation services for in-district students to avoid	• Continue to supplement transportation services for	• Continue to supplement transportation services for in-district

increased costs for families	in-district students to avoid increased costs for families	students to avoid increased costs for families

[BUDGETED EXPENDITURES](#)

2017-18		**2018-19**		**2019-20**	
Amount	$110,000.00	Amount	$115,000.00	Amount	$120,000.00
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5000 – 5999 Operating Expenses	Budget Reference	5000 – 5999 Operating Expenses	Budget Reference	5000 – 5999 Operating Expenses

Action **3.8**

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

OR

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

[ACTIONS/SERVICES](#)

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Maintain "The Bulldog Academy" after school program (formerly known as "The Doghouse) • Begin offering Kindercare in the after school	• Maintain "The Bulldog Academy" after school program (formerly known	• Maintain "The Bulldog Academy" after school program (formerly known as "The Doghouse)

| program until 2:40 pm daily | • as "The Doghouse)
• Begin offering Kindercare in the after school program until 2:40 pm daily | • Begin offering Kindercare in the after school program until 2:40 pm daily |

BUDGETED EXPENDITURES

2017-18

Amount	a.$44,000.00 b.$2,500.00
Source	a.Locally Restricted Funds b.Locally Restricted Funds
Budget Reference	a.2000-2999, 3xxx Benefits b.2000-2999, 3xxx Benefits

2018-19

Amount	a.$45,000.00 b.$2,500.00
Source	a.Locally Restricted Funds b.Locally Restricted Funds
Budget Reference	a.2000-2999, 3xxx Benefits b.2000-2999, 3xxx Benefits

2019-20

Amount	a.$46,000.00 b.$2,500.00
Source	a.Locally Restricted Funds b.Locally Restricted Funds
Budget Reference	a.2000-2999, 3xxx Benefits b.2000-2999, 3xxx Benefits

Demonstration of Increased or Improved Services for Unduplicated Pupils

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

Estimated Supplemental and Concentration Grant Funds:	$ 240,002	Percentage to Increase or Improve Services:	7.02 %

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 Minimum Proportionality Percentage for increased or improved services for low income pupils, foster youth, and English Learners is 7.02 %. We are meeting the calculated MPP with a blend of quantitative and qualitative measures. The ELD/Intervention teacher will work with English Learners and students at risk in reading. All classrooms have instructional aides who work with students individually and in small groups which is a continued service funded with base however, additional training is being provided to support English Learners. The Reading Lab will be used to provide reading assistance to Foster Youth and academically at-risk primary students in a one-on-one setting. The school psychologist is available as needed for a variety of counseling goals including but not limited to, academic counseling, social therapy, friendship groups, anxiety, and depression. These targeted services increase and or improve services for the unduplicated pupils. Other targeted services particularly serving our socioeconomically disadvantaged and foster youth include a breakfast program was implemented in April 2016 and will continue in 2017-2018. A full-time P.E. teacher will teach physical education to students Grades K-6. The P.E. person will also provide intervention to students through academics and healthy living choices. Transportation is provided at no cost to all in-district students, thus increasing attendance rates for all students.

Local Control and Accountability Plan and Annual Update Template Instructions

[Addendum](#)

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

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

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

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

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

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

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

Location(s)

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

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

Actions/Services

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

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

For those services being provided on an LEA-wide basis:
- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

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

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

State Priorities

Priority 1: Basic Services addresses the degree to which:
- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

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

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

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

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

 (2) The total number of cohort members.

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

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

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

 (2) The total number of cohort members.

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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

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