

LCAP Year  2017–18  2018–19  2019–20

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

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

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

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

[LCFF Evaluation Rubrics](#) [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	Nuestro Elementary School District		
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## 2017-20 Plan Summary

### THE STORY

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

The Nuestro Elementary School District serves approximately 150 students in grades TK-8. A small percentage 4.7% of our students speak languages other than English in their homes and are limited in their English proficiency. About 3.3 % of our English learner students come from Spanish speaking backgrounds. 1.3% come from Punjabi 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.

The Nuestro Elementary School District (NESD) has a rich history, traditional values, and progressive educational practices. As a learning community, we ardently believe failure is not an option and support our beliefs by putting effective practices into place. The school began serving students of the rural farming communities of North Sutter County in 1916, and many of our students' parents and grandparents, attended school here. While we have strong roots in the past, we are a forward thinking, high quality school. Our gymnasium is utilized most every week-night, whether it is community based indoor soccer team practicing or adults from the community exercising by playing basketball. We also hold family fun nights most every month.

Our student body is comprised of about 80% 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, including students with behavioral problems and special needs. About 35% % of our students qualify for free and reduced lunch. Our English Learner population is less than 5% of our total population. Our first SBAC baseline results were higher than the state and county average, with 54% of students meeting or exceeding standards in ELA and 50% of students meeting or exceeding standards in math. However, there was a significant gap between outcomes for some of our sub-groups. Our two significant subgroups are White and Socioeconomically Disadvantaged.

## LCAP HIGHLIGHTS

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

Through analysis of state and local data as well as input from staff, parents, and students we identified three overarching goals for the next three years. Those goals are:

Goal 1: Ensure that all students are college and career ready by providing rigorous, relevant, and high quality instruction.

Goal 2: Maintain a positive school climate; including fostering positive relationships between staff, students, parents, and the community.

Goal 3: Provide modern, safe school facilities that support a positive learning environment.

Each goal is supported by actions developed with stakeholder input. The costliest actions involve retaining classified and certificated staff to provide high quality instruction, intervention, and support; providing professional development to ensure effective implementation of state standards as well as to improve outcomes for all students, but especially low income students, foster youth, and English learner students; providing targeted instructional materials to improve student outcomes. These actions cost more than the estimated supplemental and concentration funding amount. Other actions, which are not as costly are essential for supporting student success. While these actions benefit all students, our low income, foster youth, and English learner students will benefit more because they need the lower class size, targeted interventions, student support, positive climate, additional instructional materials, and individualized learning and assessment software more than other students to be successful.

## REVIEW OF PERFORMANCE

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

The District is proud of our students' progress on the new CAASPP assessment. We achieved the highest level for "all students' performance" in Mathematics and the next highest level for "all student performance" in English Language Arts. We also achieved the highest level for our suspension rate for "all students" and each subgroup.

Regarding LCAP goals, we proud of our socioeconomically disadvantaged students increase of 22.4 points on the ELA standards assessment and increase of 39.3 points on the Mathematics standards assessment. We are also proud of our English learner students' achievement of increasing 20.5% on the state's English Learner Progress measurements. It is comforting to know that, while making this academic progress, most of our parents and students are happy with the school climate and level of inclusion.

To continue this progress, we plan to continue providing many of the actions we believe significantly contributed to students' success.

## GREATEST PROGRESS

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

## **GREATEST NEEDS**

Nuestro Elementary did not have any area where overall performance was in the “red” or “orange” levels on the state dashboard report. In fact, the only area where we scored below green was our rating of “yellow” for our socioeconomically disadvantaged student group’s ELA score. While the average Socioeconomically Disadvantage student scored 11.1 points below “standard met”, the average student also increased 22.4 points from the previous year’s assessment. Still, this was an identified gap in achievement for a significant subgroup.

When we dove into a deeper analysis, we identified an achievement gap also existed in ELA for our Hispanic students (not a numerically significant sub-group). The average Hispanic student increased 16.3 points but scored 46.3 points below “ELA standard met”. The only gap existing for mathematics outcomes was for this Hispanic Subgroup, which increased 28.3 points but scored 69.5 points below “mathematics standards met”.

Based on our dashboard report, our greatest need is to close the achievement gap between our Socioeconomically disadvantaged and Hispanic student subgroups when compared to all students.

The District’s LCAP is designed to address this area of greatest need.

We have already begun brainstorming sessions with teachers to identify how we can further close all achievement gaps while improving “all student performance”. We plan to continue providing many of our actions that contributed to student success. However, there will be more focus on our subgroups when designing interventions and selecting supplementary instructional materials. More collaboration time will also be dedicated to analyzing these specific students’ progress and planning their instruction.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

## **PERFORMANCE GAPS**

According to the LCFF evaluation rubric, the District’s only significant subgroup with a performance gap of two levels below the “all student” performance was for our Socioeconomically Disadvantaged subgroup in ELA. Teachers and Administration already held a meeting focusing on eliminating our performance gaps while improving “all student performance”. We plan to continue providing many of our actions that contributed to student success. However, there will be more focus on our subgroups when designing interventions and selecting supplementary instructional materials. More collaboration time will also be dedicated to analyzing these specific students’ progress and planning their instruction.

**INCREASED OR IMPROVED SERVICES**

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

The most significant ways the LEA will increase or improve services for low-income students, English learners, and foster youth have been previously addressed. Nuestro Elementary School District will increase and improve services for low-income students, English learners, and foster youth in the following key ways:

- Improving instruction, including core instruction; interventions; and English Language Development.
- Utilizing technology to support learning.
- Improving the school climate and fostering relationships by means such as improving communications and providing more celebrations of accomplishments.
- Providing safe, clean facilities that are conducive to student learning.

**BUDGET SUMMARY**

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$1,836,364
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$1,617,204

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.

\$219,160 general fund budget expenditures not included in this plan are LCFF base funds which are being budgeted for the annual operation of the district. This includes budgeting for textbooks, instructional materials, services and other operating expenses, supplies, insurance, operation and housekeeping, special education, capital projects, as well as other expenditures necessary for operating the school district.

\$ 1,208,612

Total Projected LCFF Revenues for LCAP Year

# Annual Update

LCAP Year Reviewed: 2016-17

## Goal 1

Ensure that all students are college and career ready by providing rigorous, relevant, high quality instruction.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

- 1.1.A. A new index measure baseline will be created, so we will maintain API as we await the next multiple measures.
- 1.2.A. 80% of EL and LTEL students will meet Annual Growth Expectations for ELs on the CELDT.
- 1.2.B. The ELD program will allow EL and LTEL students to meet the English Learner Reclassification Rate (RFEP). 1 Student will reclassify.
- 1.2.C. Each EL and LTEL student will show progress on the AMAO1 proficiency table.
- 1.3.A. 85% of 2nd-8th grade students will score proficient on the Star Reading Assessment and 87% of K-1 students will score proficient on district ELA benchmark assessments.
- 1.4.A. 85% of 2nd-8th grade students will score proficient on the Star Math Assessment and, 90% of k-1 students will score proficient on the district math benchmark assessment.
- 1.5.A. All students will continue to be taught by highly qualified and appropriately assigned teachers.
- 1.5.B. All students will continue to have access to California Common Core State Standards aligned instructional materials for their grade level.
- 1.5 C. The district will continue to maintain access to a broad course of study for all students as appropriate for their grade level.
- 1.6.A. All K-3 students will continue to be in classes that meet Grade Span Adjustment Requirements.

#### ACTUAL

- 1.1.A. Growth targets have not been established by the state; however, our CAASPP scores indicate that 54% of students scored Proficient or above in ELA and 50% scored Proficient or above in Math.
- 1.2.A. 4 of 8 students increased one or more levels on the CELDT.
- 1.2.B. All ELD students receive Designated ELD five days a week. The Superintendent and 2 teachers participated in the *Leading and Coaching Integrated and Designated Academic ELD Institute*. One student was reclassified.
- 1.2.C. Although the Every Student Succeeds Act has eliminated the reporting of AMAOs, all students in the program for over 1 year scored in the "early advanced" level or higher overall. 4 students increased one or more levels on the CELDT this year.
- 1.3.A. A decision was made to include 1<sup>st</sup> grade students in the STAR Reading Assessment data instead of district ELA benchmark assessment data. 85% of 1st-8th grade students scored proficient on the Star Reading Assessment and 75% of Kinder students scored proficient on district ELA benchmark assessments. Overall, 83.6% scored proficient.
- 1.4.A. 87% of 2nd-8th grade students scored proficient on the Star Math Assessment and, 88% of k-1 students scored proficient on the district math benchmark assessment. Overall, 87.9% scored proficient.
- 1.5.A. All students continued to be taught by highly qualified and appropriately assigned teachers.
- 1.5.B. All students continued to have access to California Common Core State Standards aligned instructional materials for their grade level.
- 1.5 C. The district continued to maintain access to a broad course of study for all students as appropriate for their grade level.
- 1.6.A. All K-3 students continued to be in classes that meet Grade Span Adjustment Requirements.

[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	<b>PLANNED</b> 1. Provide a new teacher to break up the 7/8th grade combination class and enable the school to provide improved ELD instruction as well as improved interventions for all students.	<b>ACTUAL</b> 1. An additional teacher was hired, which broke up the 7 <sup>th</sup> /8 <sup>th</sup> grade combination class. The addition of a teacher has improved ELD as well as interventions for all students by reducing the ratio of teachers to students and increasing the number of certificated teachers available to provide interventions.
Expenditures	<b>BUDGETED</b> 1. Supplemental: \$65,000 Salaries & Benefits	<b>ESTIMATED ACTUAL</b> Supplemental Concentration: <b>\$71,705</b> Salaries & Benefits

[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	<b>PLANNED</b> 1.1.A. Continue providing teachers professional development on topics such as PE instruction, art instruction, safety training, analysis of student data, curriculum specific training, and high quality instruction-including intervention and ELD strategies.	<b>ACTUAL</b> 1.1.A. Teachers participated in several professional development opportunities throughout the year focused on safety and instruction. All teachers attended 4 grade level summits throughout the year offered through Sutter County Superintendent of Schools. Teachers regularly receive professional development, analyze data, and collaborate about instruction and student needs on minimum days. All teachers participated in Catapult and Alice training.
Expenditures	<b>BUDGETED</b> 1.1.A. Supplemental \$15,000, services & supplies	<b>ESTIMATED ACTUAL</b> Supplemental \$4,221, services & supplies

[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	<p><b>PLANNED</b> 1.1.A.1. Provide support for training students in 21st century technology skills and skills needed to be successful on the SBAC.</p>	<p><b>ACTUAL</b> 1.1.A.1 A technology aide works with teachers and students 1 day per week on mastering specific technology skills as well as classroom projects assigned by teachers.</p>
Expenditures	<p><b>BUDGETED</b> 1.1.A.1. Supplemental \$2,500, services &amp; salaries</p>	<p><b>ESTIMATED ACTUAL</b> Supplemental \$2,185, services &amp; salaries</p>

ACTIONS / SERVICES

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

Action

**4**

Actions/Services	<p><b>PLANNED</b> 1.1.C. Provide career focused activities</p>	<p><b>ACTUAL</b> 1.1.C. Students participated in a “Career Day” where thirteen community members presented information on various careers and career paths. An online careers elective activity was provided for 7<sup>th</sup> and 8<sup>th</sup> grade students.</p>
Expenditures	<p><b>BUDGETED</b> 1.1.C. Supplemental \$500, services &amp; supplies</p>	<p><b>ESTIMATED ACTUAL</b> Supplemental \$500, services &amp; supplies</p>

ACTIONS / SERVICES

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

Action

**5**

Actions/Services	<p><b>PLANNED</b> 1.2.A. Continue assigning Instructional Aides based on student need.</p>	<p><b>ACTUAL</b> 1.2.A Currently there are 3 instructional aides working with students in Kinder-2<sup>nd</sup> grade classes. An additional aide was hired mid-year to support TK students.</p>
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Expenditures	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>
	1.2.A. Supplemental \$ 33,000 salaries	Supplemental \$ 26,203 salaries & benefits

[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	<b>PLANNED</b>	<b>ACTUAL</b>
	1.3.A. Continue providing professional Development for Instructional Aides. (Focusing on: Discipline and high quality instructional strategies to support all students, including English Learners, Low Income pupils, Foster Youth, Redesignated fluent English proficient students, and Students with Disabilities.)	1.3.A Instructional aides participated in Catapult and Alice trainings with teachers.
Expenditures	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>
	1.3.A. Supplemental \$1,000, services & supplies	Supplemental \$100, services & supplies

[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**

Actions/Services	<b>PLANNED</b>	<b>ACTUAL</b>
	1.A.1. Continue purchasing software to analyze progress of all students, including English Learners, Low Income pupils, Foster Youth, Redesignated fluent English proficient students, and Students with Disabilities.)	1.A.1. Staff analyzed student progress of all students. Trimester reports were prepared and progress was shared with the Board. A more “user friendly” data management system will be considered for the 2017-2018 school year.
Expenditures	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>
	1.A.1. Supplemental \$2,275, services & supplies	Supplemental \$2,363, services & supplies

[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

8

Actions/Services

**PLANNED**  
1.A.2. Continue purchasing learning software and other instructional materials, including PE, art, and project materials to support all students; including English Learners, Low Income pupils, Foster Youth, Redesignated fluent English proficient students, and Students with Disabilities in the classroom.

**ACTUAL**  
1.A.2. *Renaissance Learning* (STAR Reading and STAR Math) was purchased. All students were assessed at least 3 times throughout the year and intervention students were assessed more. Data was analyzed and used to drive instruction and intervention. Data was also used in SST meetings, parent meetings, student conferences, and stakeholder meetings.

Expenditures

**BUDGETED**  
1.A.2. Supplemental \$3,500, services & supplies

**ESTIMATED ACTUAL**  
Supplemental \$4,782, services & supplies

[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

9

Actions/Services

**PLANNED**  
1.B.1. Continue creating /purchasing improved ELD curriculum.

**ACTUAL**  
1.B.1. *Lexia* was used to enhance Designated ELD instruction and interventions for low income students and foster youth. Teachers also used the Designated ELD component of *Wonders* and *StudySync*.

Expenditures

**BUDGETED**  
1.B.1. Supplemental \$1,000 supplies

**ESTIMATED ACTUAL**  
Supplemental \$1,000 supplies

[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

10

Actions/Services

**PLANNED**  
1.B.2. Continue providing ELD teachers with improved skills.

**ACTUAL**  
1.B.2. Teachers participated in grade level Summits in March 2017, which focused on Integrated and Designated ELD supports for students and

	teachers. Two teachers participated in the <i>Leading and Coaching Integrated and Designated Academic ELD</i> institute as a means to improve both Designated and Integrated ELD. Teachers who attended trainings provided professional development on site, which benefitted all English learner students.
<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>
1.B.2. Supplemental \$23,313, salaries	Base \$23,313, salaries

Expenditures

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 **11**

	<b>PLANNED</b>	<b>ACTUAL</b>
	1.D.1. Continue conducting an SST for all foster youth.	1.D.1 SST's were conducted for foster youth, except for one student who was identified late in the year. That SST is planned for the beginning of next school year.
<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>	
	<b>\$0.0</b>	

Actions/Services

Expenditures

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Overall, implementation of actions for goal 1 went smoothly. However, adding the new teacher was a difficult decision financially. Even though this action increased our deficit spending, we agreed that the benefit was worth the cost. Adding the teacher also decreased the amount of classroom space available for other purposes such as tutoring, RSI, interventions, and after school program activities. A lack of available substitute teachers and substitute instructional assistants also made it difficult to provide professional development.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Implementation of the actions and services effectively supported the achievement of goal 1 as evidenced by our state assessment results mentioned in this plan and the fact that Nuestro students outscored the county and state averages on both the CAASPP ELA and CAASPP Mathematics assessments. We also identified significant growth in populations with performance gaps, which indicates success in meeting this goal.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The material difference in estimated actual and budgeted expenditures was primarily due to the District paying for professional development out of Teacher Effectiveness Funds, Title 2 funds, and Title 3 credits. This resulted in a \$10,717 decrease in expenditures for Goal 1. Even though we used less LCAP funds than expected, we still provided planned professional development for teachers. Instructional Aides were offered professional development opportunities, but some of their schedules would not permit attending events.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Changes: Goal – no change. Annual Measurable Outcome Changes-Outcomes were aligned to new state metrics such as the dashboard and CAASPP Results. References to “Highly Qualified Teachers” were changed to “Fully Credentialed and Appropriately Assigned” to meet new classifications for teachers. No percent was given for students meeting ELPAC annual growth expectations as we will be creating a baseline. The outcome for one student to reclassify was not removed. The new template provides for more specificity of metrics. Metrics have been aligned to those metrics included in the new state reporting system (dashboard and CAASPP Results) and to match changes in Annual Measurable Outcomes. A new survey will be aligned to state guidance for stakeholder input, which also changed metrics. These changes can be found under Goal 1 of the 2017-18 LCAP.

## Goal 2

Foster positive relationships between staff, students, parents, and the community as part of a successful learning environment.

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

2.1.A. The PAC will continue meeting at least 3 times annually to provide input on decision making and parent participation in programs for unduplicated pupils and special need subgroups  
2.1.B Continue advertising all meetings at least one week in advance and reporting outcomes at Board meetings  
2.1.C Continue providing parents information on events to promote parent participation in programs for unduplicated pupils and special needs subgroups (i.e. Family Soup events and parent learning events).  
2.2.A. Student attendance will increase to 97.5%  
2.2.B. The student Chronic Absenteeism rate will decrease by 3%.  
2.3.A. Maintain 0 middle school drop-outs.

#### ACTUAL

2.1.A. The PAC met 4 times this year (April 11<sup>th</sup>, June 2<sup>nd</sup>, June 5<sup>th</sup>(no quorum), and June 6<sup>th</sup>) to provide input for decision making and parent participation in programs for unduplicated pupils and special need subgroups.  
2.1.B Meetings were advertised in advanced and reports were made during Board meetings.  
2.1.C We continued providing parents with information on events to promote parent participation in programs for unduplicated pupils and special needs subgroups (i.e. Family Soup events, workshops, and family nights at school).  
2.2.A. Student attendance did not increase to 97.5%. Our attendance rate at P2 was 96.52%  
2.2.B. The student Chronic Absenteeism rate was decreased by 5.7% and is now 5.3%  
2.3.A. We maintained 0 middle school drop-outs.

### ACTIONS / SERVICES

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

Action **1**

Actions/Services	<p><b>PLANNED</b> 2. Provide communication technology to improve teacher to parent communications on student progress and student performance.</p>	<p><b>ACTUAL</b> We provided planners for students in grades 4-8 and homework packets for students in grades TK-3. Some teachers utilized online communications such as apps and google.</p>
Expenditures	<p><b>BUDGETED</b> Supplemental: \$1,000 , supplies &amp; services</p>	<p><b>ESTIMATED ACTUAL</b> Supplemental: \$500, supplies &amp; services</p>

ACTIONS / SERVICES

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

Action **2**

Actions/Services	<p><b>PLANNED</b> 2.1.A. Continue reviewing PAC membership and recruit new members as needed. 2.1.B. Continue scheduling at least 3 PAC meetings annually. Include a discussion of the attendance drive, spirit days, and rallies in PAC meetings. 2.1.C. Provide learning events for PAC members.</p>	<p><b>ACTUAL</b> We needed to add new members due to attrition and sent home nomination forms. However, it was late in the year before we could recruit anyone meeting the requirements for the PAC. 2.1.B. We scheduled 4 PAC meetings and discussed attendance at those meetings. 2.1.C PAC members were invited to attend learning events on topics such as budgeting and school safety.</p>
Expenditures	<p><b>BUDGETED</b> 2.1C. Supplemental \$400, supplies &amp; services</p>	<p><b>ESTIMATED ACTUAL</b> Supplemental \$80, supplies &amp; services</p>

ACTIONS / SERVICES

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

Action **3**

Actions/Services	<b>PLANNED</b> 2.A.1. Continue purchasing technology for a lending library to support LI students at home.	<b>ACTUAL</b> We purchased enough technology to achieve a 1:1 ratio. Older laptops were utilized for the lending library at no additional cost to the district. However, we did purchase a few extra devices for students to access learning apps at home.
	<b>BUDGETED</b> 2.A.1. Supplemental \$1,000, supplies	<b>ESTIMATED ACTUAL</b> Supplemental \$120, supplies

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	<b>PLANNED</b> 2.A.2. Continue purchasing aligned instructional materials and reading materials for Low Income students, English Learners, Foster Youth, and Reclassified Fluent English Proficient Students to take home.	<b>ACTUAL</b> We purchased aligned instructional materials such as Reading Eggs, Math Seeds, Lexia, Standards Plus, grammar books, and learning apps that could be utilized at home.
	<b>BUDGETED</b> 2.A.2. Supplemental \$1,200, supplies	<b>ESTIMATED ACTUAL</b> Supplemental \$60, supplies

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	<b>PLANNED</b> 2.A.4. Continue providing one parent/family learning activity that will benefit families of Low Income students, English Learners, Foster Youth, and	<b>ACTUAL</b> We provided 3 family fun night events for parents and families. The focus during these nights were family learning games, bullying prevention, and improving social skills.
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	Reclassified Fluent English Proficient Students.	
Expenditures	<b>BUDGETED</b> 2.A.4. Supplemental \$500, supplies & services	<b>ESTIMATED ACTUAL</b> Supplemental \$100, supplies & services

**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	<b>PLANNED</b> 2.B.1. Continue supplementing the After-School Program to support low income families, families of English Learner students, Foster Youth’s families, and families of Redesignated fluent English proficient students, and for these students to benefit from extended learning opportunities.	<b>ACTUAL</b> The ASP was supplemented by approximately \$4,000 this year to keep the program available for unduplicated students and to avoid forwarding cost to families. Much of the increase was from an increase in use by unduplicated students and other students who were participating in, or had siblings participating in, interventions and after school tutoring.
Expenditures	<b>BUDGETED</b> 2.B.1. Supplemental \$1,300, contribution	<b>ESTIMATED ACTUAL</b> Supplemental \$4,000, contribution

**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**

Actions/Services	<b>PLANNED</b> 2.B.2. Provide a tutor after school to support low income students, English Learner Students, Foster Youth and Redesignated Fluent English Proficient Students, and for these students to benefit from extended learning.	<b>ACTUAL</b> We provided a tutor after school, who served approximately 22 students this school-year.
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Expenditures	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>
	2.B.2. Supplemental \$3,700, salaries, supplies, & services	Supplemental \$4,470, salaries, supplies, & services

[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 **8**

Actions/Services	<b>PLANNED</b>	<b>ACTUAL</b>
	2.D.2. Continue identifying community resources that support success for foster youth	We collaborated with the county office of education as well as attended events hosted by a foster agency to identify resources that support success for foster youth. We were even able to share information about available resources at those meetings.
Expenditures	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>
	\$0.0	\$0.0



## ANALYSIS

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

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

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

It was difficult recruiting qualifying parents to serve on the Parent Advisory Committee. However, we did manage to continue the committee. Our connection with Family Soup made it easier to provide parents with information about programs that were beneficial to unduplicated students and their families. We hoped that adding the Library/Student services Aide would have resulted in more rallies and positive activities on campus, but this did not happen as well as desired. However, the Aide worked with our students and the quality of rallies improved. Our Music Aide was not able to finish the year and it was difficult finding another qualified person to fill the position. Having a gap in services negatively affected the school climate. Thankfully, we were able to hire another Music Aide and morale improved.

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

Implementation of the actions and services supported the achievement of goal 2. As of May 30, 2016, the attendance rate was 95.63% and the chronic absenteeism rate was 11%. At P2 of this school year (April), the attendance rate was 96.52 and chronic absenteeism was 5.3%. While we did not achieve the desired increase in attendance rate increase, we more than doubled our goal for reducing chronic absenteeism.

Overall, parents, students, and staff had favorable opinions of the school's climate and our suspension rate stayed low while our dropout rate was maintained at zero.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The difference in estimated actual and budgeted expenditures was primarily due to the increased contribution to the After-School Program. This was a key factor in the \$230 increase in Goal 2 expenditures.

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

Changes:

Goal – This goal was combined with the 2016-17 LCAP Goal 4 to make a new goal #2 on the 2017-18 LCAP. The new goal is to “Maintain a positive school climate; including fostering positive relationships between staff, students, parents, and the community.”

Annual Measurable Outcome Changes – The new Goal 2 removed outcomes 2.1.A, 2.1.B, and 2.1.C.(see above). The outcome for attendance rate was reduced from “maintain at 97.5%” to “maintain at 96.52”, and the outcome for chronic absenteeism rate was changed from “decrease by 4%” to Decrease by 50%”.

Metric Changes – Metrics were more clearly stated in the new plan due to the format changes of the LCAP.

Actions & Services – Actions 2.1A., 2.1.B., 2.1.C., 2.A.1., 2.A.2., 2.A.4., and 2.D.2 were eliminated. Actions 2.B.1. and 2.E.4. were combined as were actions 2.B.2. and 2.E.5.

These changes can be found under Goal 2 of the 2017-18 LCAP.

# Goal 3

Provide modern school facilities, technology, and curriculum that are maintained in good repair.

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..A The district will continue maintaining no unresolved Williams complaints for facilities while modernizing our facilities.
- 3.1.B. The District will make progress towards modernizing facilities as established in the facilities plan.
- 3.1.C. The district will purchase technology equipment as established in the technology plan.
- 3.1.D. The district will develop / purchase current standards aligned instructional materials.

### ACTUAL

- 3.1..A The district had no unresolved Williams complaints for facilities.
- 3.1.B. The District replaced air-conditioning units and completed other repairs as specified in the facilities plan. We also prepared for actions to be done in 2017-18 according to our facilities plan. We did not add a new classroom because, while planning this action, we became aware of potential matching funds. We are now researching the best course of action.
- 3.1.C. The district replaced technology equipment utilizing the BiiG Grant. We also purchased a server and internet access points to maximize effectiveness of our internet access and learning software.
- 3.1.D. The district developed and purchased current standards aligned instructional materials such as GoMath!, Wonders reading curriculum, teacher requested curriculum, Standards Plus workbooks, and other learning software.

## 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	<b>PLANNED</b> 3.1.A Continue reviewing and updating the facilities plan.	<b>ACTUAL</b> The facilities plan has been reviewed by staff, PAC, and the Site Council. The Board has also held a workshop where they discussed facilities with stakeholders.
	<b>BUDGETED</b> \$0.0	<b>ESTIMATED ACTUAL</b> \$0.0

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	<b>PLANNED</b> 3.1.B. Continue modernization projects congruent with the facilities plan.	<b>ACTUAL</b> The District completed maintenance, repairs on classrooms as planned. However, we have not replaced all air-conditioning units as planned. They were repaired and working properly. After determining we may be eligible for matching funding for facilities projects, the District has placed a hold on adding portables until we analyze our current options.
	<b>BUDGETED</b> \$0.0	<b>ESTIMATED ACTUAL</b> <b>Base \$14,000</b> <b>Classified Salaries &amp; Benefits, Services or other operational expenditures, Maintenance</b>

**Comment [JS1]:** There was no budgeted expenditure in the original LCAP so there was also no Funding source and budget reference. Please provide funding source and budget reference.

**Comment [MS2R1]:** Now identified as Base.

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	<b>PLANNED</b> 3.1.B.1. Paint rooms colors that promote a more positive atmosphere.	<b>ACTUAL</b> 2 classroom interiors were painted. While both classrooms were improved by this, the fifth-grade classroom was painted colors as identified by an interior designer and the classroom teacher to promote a positive atmosphere. Student responses were very positive. Volunteers assisted with painting.
	<b>BUDGETED</b> 3.1.B.1: Supplemental \$3,000, supplies, services, and salaries	<b>ESTIMATED ACTUAL</b> Supplemental \$500, supplies, services, and 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 **4**

Actions/Services	<b>PLANNED</b> 3.1.C. Continue purchasing and updating technology congruent with the plan.	<b>ACTUAL</b> The district purchased more technology equipment than planned. We determined that moving faster toward a 1:1 ratio would significantly improve student learning as well as student and teacher morale.
	<b>BUDGETED</b> 3.1.C. Supplemental \$26,000 supplies, equipment, and salaries	<b>ESTIMATED ACTUAL</b> Supplemental \$41,557 supplies, equipment, and 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	<b>PLANNED</b> 3.1.D. Continue purchasing/developing standards aligned curriculum for ELA, History, Health, P.E., Next Generation Science, and arts classes.	<b>ACTUAL</b> We focused on purchasing and developing curriculum for ELA, math, NGSS, and arts classes. We felt it was best to address Health and P.E. curriculum during the 2017-18 school year. We will also need to address the Next Generation Science curriculum next year.
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	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>
Expenditures	3.1.D. Supplemental \$1,000 supplies	Supplemental \$90 supplies

[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**

	<b>PLANNED</b>	<b>ACTUAL</b>
Actions/Services	3.A.1. Continue purchasing computers/tablets and learning software to maintain a ratio of 1:5 to support LI students.	3.A.1. Because we purchased computers/tablets to achieve a 1:1 ratio schoolwide, we were able to utilize older laptops and tablets to support LI students as planned. We also provided learning software such as Math Seeds, Reading Eggs, Lexia, NextGen Math, and Renaissance to support these students.
	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>
Expenditures	3.A.1. Supplemental \$1,000, supplies	Supplemental \$900, supplies

[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**

	<b>PLANNED</b>	<b>ACTUAL</b>
Actions/Services	3.B.1 Continue purchasing learning software designed for EL students.	We provided learning software such as Lexia, Reading Eggs, and Wonders Reading curriculum to support EL students.
	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>
Expenditures	3.B.1 Supplemental \$200, supplies	Supplemental \$200, supplies

[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 **8**

Actions/Services	<b>PLANNED</b> 3.B.2. Continue providing 1:1 technology and ELD based software for EL students in the ELD classroom.	<b>ACTUAL</b> We provided 1:1 chrome books for these students to use in the classroom. We also provided learning software such as Lexia, Reading Eggs, and Wonders Reading curriculum that could be used in the classroom.
Expenditures	<b>BUDGETED</b> 3.B.2. Supplemental \$1,100, supplies	<b>ESTIMATED ACTUAL</b> Supplemental \$1,000, supplies

**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 **9**

Actions/Services	<b>PLANNED</b> 3.C.1. Maintain 1:1 technology with appropriate software for foster youth students and Redesignated Fluent English Proficient students.	<b>ACTUAL</b> We provided 1:1 chrome books for these students to use in the classroom. We also provided laptops and tablets that could be used at home and software such as Lexia, Reading Eggs, and Wonders Reading curriculum.
Expenditures	<b>BUDGETED</b> 3.C.1. Supplemental \$1,400, supplies	<b>ESTIMATED ACTUAL</b> Supplemental \$294, supplies

**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 **10**

Actions/Services	<b>PLANNED</b> 3.C.2. Continue purchasing technology, books, and supplies that support the social/emotional needs of foster youth.	<b>ACTUAL</b> We partnered with Sutter-Yuba Behavioral Health to provide social skills curriculum and training at the school, which benefitted our foster youth. We also provided a school-wide rally on bullying and social skills, which supported these students.
Expenditures	<b>BUDGETED</b> 3.C.2. Supplemental \$200, supplies	<b>ESTIMATED ACTUAL</b> Supplemental \$0, supplies

**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.	Most of these actions/services were easily implemented. Purchasing chromebooks for every student also freed up older laptops to be used in our loaner library. However, we had difficulty improving the PE program and Health curriculum. This is because it took more time than expected to identify the curriculum we wanted to purchase and because teachers had their plates full improving ELA, ELD, and Mathematics instruction.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Implementation of the actions and services supported the achievement of goal 3. We had no Williams complaints and our FIT showed our facilities were in good repair. We also exceeded our planned technology purchases. These actions contributed to the positive school climate as identified in stakeholder input.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The difference in estimated actual and budgeted expenditures was primarily due to the increased technology purchases. Those purchases were a result of the District's decision to compress our timeline for achieving 1:1 chrome books. It was also due to air-conditioner replacements/repairs that did not have their Budgeted Expenditures listed in the LCAP. However, that action was addressed in the facilities plan and funds were assigned from Base for the repairs in the District budget. These were key factors in the \$24,641 increase in Goal 3 expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	<p>Changes:</p> <p>Goal – The goal was carried forward into 2017-18; however, it was modified to state, "Provide modern, safe school facilities that support student success."</p> <p>Annual Measurable Outcome Changes – The new Goal 3 removed outcome 3.1.B. and incorporated into action 3.1. It also removed outcome 3.1.C. and incorporated it into action 3.2.</p> <p>Metric Changes – The new plan incorporates the Facilities Inspection Tool and stakeholder surveys as metrics whereas the current plan does not.</p> <p>Actions &amp; Services – Actions 3.1.A, 3.1.B.1., 3.1.D., 3.A.1., 3.B.1., 3.B.2., and 3.C.1. were eliminated.</p> <p>These changes can be found under Goal 3 of the 2017-18 LCAP.</p>

**Comment [JS3]:** It is recommended that you include the funding source for the repairs expenditure so that it does not appear that supplemental dollars were used for this.

**Comment [MS4R3]:** I Identified base.

# Goal 4

Maintain a positive school climate.

State and/or Local Priorities Addressed by this goal:

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

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

4.0.A. Continue maintaining a pupil suspension rate below 5%.  
 4.0.B. Continue maintaining no expulsions.  
 4.0.C. Create a better measure for identifying pupil, parent, and teacher sense of safety and school connectedness. Establish a baseline and growth targets on the new measures.

### ACTUAL

4.0.A. We achieved a pupil suspension rate of 1.34%.  
 4.0.B. We achieved zero expulsions.  
 4.0.C. We utilized our current surveys for the 2016-17 school-year. Because of changing survey requirements, we decided to create the new measure after the 2016-17 LCAP and Annual Review. This will be implemented during the 2017-18 school year.

## ACTIONS / SERVICES

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

Action

1

Actions/Services

#### PLANNED

4.A. Continue surveying students(including EL, LI, foster youth, and Students with Disabilities), staff, and parents.

#### ACTUAL

Surveys were given during Spring of the 2016-17 school year.



<b>BUDGETED</b> 4.A. Supplemental \$100, supplies & services	<b>ESTIMATED ACTUAL</b> Supplemental \$10, supplies & services

Expenditures

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**

<b>PLANNED</b> 4.B. Continue sharing results with stakeholders to identify needs and make improvements.	<b>ACTUAL</b> Results were communicated with stakeholders and discussed at Board meetings on April 18 and May 16, 2017.
<b>BUDGETED</b> \$0.0	<b>ESTIMATED ACTUAL</b> \$0.0

Actions/Services

Expenditures

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**

<b>PLANNED</b> 4.C. Provide a Library/Student Services Aide to support our reading programs and other academic programs, as well as planning fun activities for an improved school atmosphere.	<b>ACTUAL</b> We hired a Library/Student Services Aide to support our reading programs and other academic programs as well as planning fun rallies and activities. During the 2016-17 school year, she focused on working with the student council to plan events. We are already scheduling rallies and celebration activities for the 2017-18 school year.
<b>BUDGETED</b> 4.C. Supplemental: \$9,000	<b>ESTIMATED ACTUAL</b> Supplemental: \$9,602

Actions/Services

Expenditures

**Comment [JS5]:** This amount was listed as \$9,000.00 in original 2016/17 LCAP

**Comment [MS6R5]:** Per Joe, changed \$9,450 to \$9,000

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	<b>PLANNED</b> 4.D. Provide safety communication software & hardware.	<b>ACTUAL</b> The District provided safety communication through Catapult and Edulink. During the school-year, we changed our all-call system from Edulink to Schoolwise in an effort to improve parent satisfaction with our all-calls.
Expenditures	<b>BUDGETED</b> 4.D. Supplemental \$2,250 supplies & services	<b>ESTIMATED ACTUAL</b> Supplemental \$2,850 supplies & services

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	<b>PLANNED</b> 4.E. Provide fun school activities	<b>ACTUAL</b> Students helped plan our family fun nights. We also had spirit days and rallies where we played "minute-to-win-it" type games. We also created a PLUS (what does this stand for?) to help plan activities.
Expenditures	<b>BUDGETED</b> 4.E. Supplemental \$1,000 supplies & services	<b>ESTIMATED ACTUAL</b> Supplemental \$500 supplies & services

**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.	While hiring a Library/Student Services Aide was relatively simple, ensuring her time was focused on specific LCAP goals was more difficult. The person hired was a Substitute Instructional Aide. Due to a shortage in substitutes, it was a constant battle to keep her from being utilized in other areas. However, we had a successful first year. She worked with students to plan activities for the year and improve the "fun factor" in our rallies. Near the end of the year, we met to calendar activities that were "must do's" during the 2017-18 school year to keep this action on track.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Implementation of the actions and services supported the achievement of goal 4. We only had two suspensions and achieved a suspension rate of 1.34%, had no expulsions, and provided stakeholders with surveys. These actions contributed to a positive school climate as identified in stakeholder input. However, we did not "create a better measure for identifying pupil, parent, and teacher sense of safety and school connectedness, and then establish a baseline and growth targets on the new measures" as planned. We decided to wait on creating the new survey until we better understood the changing state requirements for this metric. To achieve our "very low" suspension rate, we focused on providing more counseling as well as logical and natural consequences for students with behavior issues. We believe this focus improved the school climate and resulted in stakeholders' positive view of the school climate as indicated on our surveys and during meetings with stakeholders. Continually seeking stakeholder input, whether through meetings, informal discussions, or surveys also positively affected their feelings toward the school. Some stakeholders expressed that we are "constantly giving information and asking for input."
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The difference in estimated actual and budgeted expenditures was primarily due to higher than estimated cost of adding a Library/Student Services Aide and costs for safety communication hardware/software. These were key factors in the \$612 increase in Goal 4 expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Changes: Goal – This goal was merged with goal 2 as described in the analysis section of goal 2. Annual Measurable Outcome Changes – The outcome for maintaining a pupil suspension rate below 5% was changed to ... "maintain < 3% suspension rate." Metric Changes – The new plan incorporates the same metrics (suspension rate, expulsion rate, and stakeholder input(surveys)). Actions & Services – All of the actions/services were revised and incorporated into actions/services for the new goal 2. These changes can be found under Goal 2 of the 2017-18 LCAP.

**Comment [JS7]:** This amount is now \$612 with the correction made to 4.C.

**Comment [MS8R7]:** Changed \$162 to \$612.

# 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 consulted with stakeholders through formal and informal meetings, surveys, and Board Workshops  
School and District staff met on the following dates to review information and provide input pertaining to the LCAP:  
March 16<sup>th</sup> & 17<sup>th</sup> classified staff consultations  
May 10<sup>th</sup> and May 31<sup>st</sup>, credentialed staff consultations (note: this is our only bargaining unit)

The LCAP was reviewed with Parent Advisory Committee members on April 11<sup>th</sup>, June 2<sup>nd</sup>, June 5<sup>th</sup>, and June 6<sup>th</sup>. However, there was no quorum on June 5<sup>th</sup>.

Students were surveyed during the month of March, 2017.

Parents were surveyed the week of March 7<sup>th</sup>, 2017.

Staff were surveyed the week of March 7<sup>th</sup>, 2017

The Superintendent/Principal met with the Parent Club to discuss the LCAP and receive input during the April and May Parent Club Meetings.

The Superintendent discussed the LCAP with parents during the “Family Fun Night” activity on May 10, 2017, and during the Inter-district attendance meeting on May 15, 2017 and solicited input.

The LCAP was placed on the Board agenda for the following Board meeting dates:

April 18<sup>th</sup> – LCAP Workshop with Board and stakeholders

May 16<sup>th</sup> – LCAP Workshop with Board and stakeholders

May 9th – Planning & Board Workshop with Board and stakeholders  
June 13-Public Hearing  
June 20 - Adoption

#### IMPACT ON LCAP AND ANNUAL UPDATE

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

Nuestro Elementary School District staff, advisory committee members, site council members, Parent club members, and Boar members reviewed input from all stakeholders.

Input was synthesized into three main goals:

- Goal 1: Ensure that all students are college and career ready by providing rigorous, relevant, and high-quality instruction.
- Goal 2: Maintain a positive school climate; including fostering positive relationships between staff, students, parents, and the community.
- Goal 3: Provide modern, safe school facilities that support a positive learning environment.

Because of our consultations, we included the following actions/services in our 2017-18 LCAP: provide a teacher, instructional aides, a Student Services/Library Aide, a Tutor, a technology aide, and a music aide; provide technology to support learning; continue supplementing the after school program; provide careers & electives activities for students; provide professional development for teachers and aides; continue painting facilities with colors that promote a positive atmosphere and support student success; continue investing in our technology infrastructure; improve our PE program; improve parent communications; improve our stakeholder surveys; and providing positive climate activities such as holding rallies and providing snacks for hungry students.

# 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

**Ensure that all students are college and career ready by providing rigorous, relevant, high quality instruction.**

State and/or Local Priorities Addressed by this goal:

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

Identified Need

1.1 Academic Indicator indicates the average student scored 7.9 points above level 3 (Standard Met) for ELA and 3.6 points above level 3 (Standard Met) for Math.  
 1.2 Academic Indicator for Socioeconomically Disadvantaged subgroup indicates this group scored 11.1 points below level 3 (Standard Met) in ELA and 12.5 points below level 3 (standard met).  
 1.3 District assessments indicate 83.6% of students scored at or above benchmark in ELA and 87.9% scored at or above benchmark in Mathematics (this includes grades K-2 students as well as grades that take the state test).  
 1.4 SBAC student achievement data, teacher input, and observational walk-through data indicate continued need for professional development on CA state standard, NGSS pedagogy, and curriculum materials.  
 1.5 SARC report indicates 100% of staff fully credentialed and appropriately placed.  
 1.6 Williams report indicates 100% of students are offered a board course of study and have sufficient access to standards-aligned instructional materials. There is a need to maintain broad course access for all students.  
 1.7 Fall 2016 CELDT data indicates 50% of students increased one or more CELDT levels. One student was reclassified.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.1 CA Schools Dashboard Academic Indicator for ELA and	ELA 7.9 points above level 3 Math 3.6 points above level 3 ELA 54% standard	ELA 8 points above level 3 Math 6 points above level 3 ELA 56% standard	ELA 14 points above level 3 Math 10 points above level 3 ELA 60% standard	ELA 17 points above level 3 Math 15 points above level 3 ELA 70% standard

Math & CAASPP data for ELA and Math	met/exceeded (CAASPP) Math 50% standard met/exceeded(CAASPP)	met/exceeded (CAASPP) Math 55% standard met/exceeded(CAASPP)	met/exceeded (CAASPP) Math 60% standard met/exceeded(CAASPP)	met/exceeded (CAASPP) Math 65% standard met/exceeded(CAASPP)
1.2 Academic Indicator & CAASPP data for ELA and Math for Socioeconomically Disadvantaged subgroup	ELA 11.1 points below level 3 Math 12.5 points below level 3 ELA 56% standard met/exceeded (CAASPP) Math 47% standard met/exceeded (CAASPP)	ELA 1 point above level 3 Math 1 point above level 3 ELA 56% standard met/exceeded (CAASPP) Math 52% standard met/exceeded (CAASPP)	ELA 5 points above level 3 Math 5 points above level 3 ELA 60% standard met/exceeded (CAASPP) Math 58% standard met/exceeded (CAASPP)	ELA 10 points above level 3 Math 10 points above level 3 ELA 70% standard met/exceeded (CAASPP) Math 65% standard met/exceeded (CAASPP)
1.3 District Assessments (Star Reading & Star Math-1 <sup>st</sup> -8 <sup>th</sup> & ESGI-K)	ELA 83.6% at or above benchmark Math 87.9%at or above benchmark	ELA 85% at or above benchmark Math 88% at or above benchmark	ELA 87% at or above benchmark Math 90% at or above benchmark	ELA 90% at or above benchmark Math 90% at or above benchmark
1.4 SARC report on teacher credentialing	100% fully credentialed and appropriately assigned teachers	100% fully credentialed and appropriately assigned teachers	100% fully credentialed and appropriately assigned teachers	100% fully credentialed and appropriately assigned teachers
1.5.A SARC report on Broad course of study/sufficient access to standards-aligned instructional materials	100%	100%	100%	100%
1.5.B - 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
1.6 CELDT data	Students moving one or more CELDT levels 50% One student will be reclassified.	This will be the baseline year for ELPAC One student will be reclassified.	Reevaluate based on ELPAC from 2016-17 One student will be reclassified.	One student will be reclassified.
1.7 API	API is not currently reported	Await guidance from the state	Await guidance from the state	Await guidance from the state

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

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
1.1 Continue funding teaching position created to break up combination classes and enable the school to provide improved ELD instruction as well as improved learning opportunities and interventions for all students.	1.1 Continue funding teaching position created to break up combination classes and enable the school to provide improved ELD instruction as well as improved learning opportunities and interventions for all students.	1.1 Continue funding teaching position created to break up combination classes and enable the school to provide improved ELD instruction as well as improved learning opportunities and interventions for all students.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$73,000	Amount: \$75,000	Amount: \$77,000
Source: supplemental	Source: Supplemental	Source: supplemental
Budget Reference: Certificated Teacher Salaries & Benefits	Budget Reference: Certificated Teacher Salaries & Benefits	Budget Reference: Certificated Teacher Salaries & Benefits



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 spans: \_\_\_\_\_  Specific Schools: \_\_\_\_\_  Specific Grade \_\_\_\_\_

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
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
1.2 Place Classified staff, such as Instructional Aides, Technology Aide, and Tutor to support academic programs and student success.	1.2 Place Classified staff, such as Instructional Aides, Technology Aide, and Tutor to support academic programs and student success.	1.2 Place Classified staff, such as Instructional Aides, Technology Aide, and Tutor to support academic programs and student success.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$29,434	Amount: \$29,434	Amount: \$29,434
Source: Supplemental	Source: Supplemental	Source: supplemental
Budget Reference: Classified Salary & Benefits	Budget Reference: Classified Salary & Benefits	Budget Reference: Classified Salary & Benefits

Action **1.3**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
1.3 Purchase technology hardware and software to support student learning.	1.3 Purchase technology hardware and software to support student learning.	1.3 Purchase technology hardware and software to support student learning.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$22,200	Amount: \$15,000	Amount: \$10,000
Source: Supplemental \$11,855 REAP \$10,345	Source: Supplemental \$4,655 REAP \$10,345	Source: Supplemental \$9,000 REAP \$1,000
Budget: Instructional Materials & non-	Budget: Instructional Materials & non-	Budget: Instructional Materials & non-

Reference

capitalized equipment

Reference

capitalized equipment

Reference

capitalized equipment

### Action 1.4

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 spans: \_\_\_\_\_  Specific Schools: \_\_\_\_\_  Specific Grade

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

New  Modified  Unchanged

1.4 Continue providing certificated and classified staff with professional development to support the implementation of the CA standards, improve student success, and ensure access to a broad course of study-especially for English learners, foster youth, and low-income students.

2018-19

New  Modified  Unchanged

1.4 Continue providing certificated and classified staff with professional development to support the implementation of the CA standards, improve student success, and ensure access to a broad course of study-especially for English learners, foster youth, and low-income students.

2019-20

New  Modified  Unchanged

1.4 Continue providing certificated and classified staff with professional development to support the implementation of the CA standards, improve student success, and ensure access to a broad course of study-especially for English learners, foster youth, and low-income students.

### BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$21,000	Amount	\$21,000	Amount	\$21,000
Source	Supplemental \$10,655 REAP \$10,345	Source	Supplemental \$10,655 REAP \$10,345	Source	Supplemental \$1,310 REAP \$19,690
Budget Reference	Certificated Teacher Salaries & Benefits Classified Salaries & Benefits Mileage Travel & Conference Consultant Supplies food	Budget Reference	Certificated Teacher Salaries & Benefits Classified Salaries & Benefits Mileage Travel & Conference Consultant Supplies food	Budget Reference	Certificated Teacher Salaries & Benefits Classified Salaries & Benefits Mileage Travel & Conference Consultant Supplies food

**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 **1.5**

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

**OR**

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

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
1.5 Improve Physical Education instruction by engaging in professional development and purchasing instructional materials and equipment.	1.6 Continue improving Physical Education instruction by engaging in professional development and purchasing instructional materials and equipment.	1.6 Maintain quality of Physical Education instruction by engaging in professional development and purchasing instructional materials and equipment.

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
Amount: \$1,000	Amount: \$700	Amount: \$500
Source: supplemental	Source: Supplemental	Source: Supplemental
Budget Reference: Services & other operational expenditures Instructional Materials	Budget Reference: Services & other operational expenditures Instructional Materials	Budget Reference: Services & other operational expenditures Instructional Materials

Action **1.6**

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

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

**OR**

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

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

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input type="checkbox"/> New   X Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified   X Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified   X Unchanged
1.6 Provide, standards-aligned curriculum and high-quality instruction for Health.	1.2 Continue providing standards-aligned curriculum and high-quality instruction for Health.	1.2 Continue providing standards-aligned curriculum and high-quality instruction for Health.

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
<b>Amount</b> \$3,600	<b>Amount</b> \$1,000	<b>Amount</b> \$500
<b>Source</b> Base Restricted Lottery	<b>Source</b> Restricted Lottery	<b>Source</b> Restricted Lottery
<b>Budget Reference</b> Instructional Materials Textbooks Services and Other Operational Expenses	<b>Budget Reference</b> Instructional Materials Textbooks Services and Other Operational Expenses	<b>Budget Reference</b> Instructional Materials Textbooks

Action **1.7**

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

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

**OR**

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
1.7 Provide career education activities.	1.7 Provide career education activities	1.7 Provide career education activities

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$2,000	<b>Amount</b> \$2,000	<b>Amount</b> \$2,000
<b>Source</b> supplemental	<b>Source</b> Supplemental	<b>Source</b> Supplemental
<b>Budget Reference</b> Instructional Materials Services and Other Operational Expenses food	<b>Budget Reference</b> Instructional Materials Services and Other Operational Expenses food	<b>Budget Reference</b> Instructional Material Services and Other Operational Expenses food

Action **1.8**

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

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

**OR**

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

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

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
1.8 Provide standards-aligned curriculum and high-quality instruction in ELA, ELD, Mathematics, Social sciences, Science, Visual and performing arts, Health, and Physical education.	1.8 Provide standards-aligned curriculum and high-quality instruction in ELA, ELD, Mathematics, Social sciences, Science, Visual and performing arts, Health, and Physical education.	1.8 Provide standards-aligned curriculum and high-quality instruction in ELA, ELD, Mathematics, Social sciences, Science, Visual and performing arts, Health, and Physical education.

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
Amount: \$624,184	Amount: \$642,909	Amount: \$662,196
Source: Base EPA REAP	Source: Base EPA REAP	Source: Base EPA REAP



Budget Reference

Certificated Teacher Salaries & Benefits  
Instructional Materials  
Services and Other Operational Expenses  
Supplies

Budget Reference

Certificated Teacher Salaries & Benefits  
Instructional Materials  
Services and Other Operational Expenses  
Supplies

Budget Reference

Certificated Teacher Salaries & Benefits  
Instructional Materials  
Services and Other Operational Expenses  
Supplies

New  Modified  Unchanged

## Goal 2

**Maintain a positive school climate; including fostering positive relationships between staff, students, parents, and the community.**

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

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

[Identified Need](#)

2.1 A review of attendance data indicates the need to reduce the number of students who are chronically absent and to increase our attendance rate.  
2.2 Stakeholders indicated a need for maintaining appropriate security measures, safety communications, student progress communications, such as online gradebooks, and continuing activities designed to reduce student harassment and bullying.  
2.3 The District's suspension rate is considered "very low" by the state, which earned Nuestro the highest performance level for our suspension rate. We also had no expulsions. There is a need to maintain low suspension and expulsion rates.  
2.4 Family and Community Engagement has a strong correlation to student success. Parents and the advisory committee identified a need to improve on-going communication with parents.

### [EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2.1 Middle School Dropout rate data	0%	Maintain 0%	Maintain 0%	Maintain 0%

2.2 P2 District Attendance	96.52%	Maintain 96.52%	Increase to 97%	Maintain 97%
2.3 P2 District Chronic Absences	5.3%	Decrease by 20%	Decrease by 20%	Decrease to 2%
2.4 Pupil Suspension/Expulsion rate	Maintain < 3% Suspension rate 0% Expulsion rate	Maintain < 3% Suspension rate Maintain 0% Expulsion rate	Maintain < 3% Suspension rate Maintain 0% Expulsion rate	Maintain < 3% Suspension rate Maintain 0% Expulsion rate
2.5 Stakeholder Survey - school safety	New Metric/No Baseline established.	Create a new baseline on a revised survey.	Achieve >90% agree or strongly agree the school is a safe place for their children.	Maintain >95% agree or strongly agree the school is a safe place for their children.
2.6 Student Survey- school safety & bullying	New Metric/No Baseline established.	Create a new baseline on a revised survey.	Maintain >90% agree or strongly agree they feel safe at school. Decrease to 1% agree or strongly agree they are a victim of bullying.	Maintain >95% agree or strongly agree they feel safe at school. Decrease to 0% agree or strongly agree they are a victim of bullying.
2.7 Stakeholder Survey - involvement valued -input valued	New Metric/No Baseline established.	Create a new baseline on a revised survey.	Involvement valued – achieve >85% agree or strongly agree involvement is valued. Input valued – achieve > 80% agree or strongly agree input is valued.	Involvement valued - Maintain >85% agree or strongly agree involvement is valued. Input valued - Increase to 85% agree or strongly agree input is valued.

## Action 2.1

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

Students to be Served

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

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

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

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

2.1 Place Classified staff, such as a Library/Student Services Aide and Music Aide to improve the school climate.

**2018-19**

New  Modified  Unchanged

2.1 Place Classified staff, such as a Library/Student Services Aide and Music Aide to improve the school climate.

**2019-20**

New  Modified  Unchanged

2.1 Place Classified staff, such as a Library/Student Services Aide and Music Aide to improve the school climate.

BUDGETED EXPENDITURES

**2017-18**

Amount	\$18,181
Source	Supplemental
Budget Reference	Classified Salaries & Benefits

**2018-19**

Amount	\$18,500
Source	Supplemental
Budget Reference	Classified Salaries & Benefits

**2019-20**

Amount	\$19,000
Source	Supplemental
Budget Reference	Classified Salaries & Benefits

Action **2.2**

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

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

**OR**

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

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

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
2.2 Provide technology to increase students' safety and improve communications with staff and parents.	2.2 Provide technology to increase students' safety and improve communications with staff and parents.	2.2 Provide technology to increase students' safety and improve communications with staff and parents.

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
<b>Amount</b> \$2,700	<b>Amount</b> \$2,900	<b>Amount</b> \$3,000
<b>Source</b> Supplemental	<b>Source</b> Supplemental	<b>Source</b> Supplemental
<b>Budget Reference</b> Services & Other Operational Expenses	<b>Budget Reference</b> Services & Other Operational Expenses	<b>Budget Reference</b> Services & Other Operational Expenses

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

2.3 Continue supplementing the After-School Program to support all families with a safe place for their children after dismissal and for students to benefit from extended learning opportunities - especially to avoid forwarding on costs to low income families and families of English learners, foster youth, and Redesignated fluent English proficient students.

New  Modified  Unchanged

2.3 Continue supplementing the After-School Program to support all families with a safe place for their children after dismissal and for students to benefit from extended learning opportunities - especially to avoid forwarding on costs to low income families and families of English learners, foster youth, and Redesignated fluent English proficient students.

New  Modified  Unchanged

2.3 Continue supplementing the After-School Program to support all families with a safe place for their children after dismissal and for students to benefit from extended learning opportunities - especially to avoid forwarding on costs to low income families and families of English learners, foster youth, and Redesignated fluent English proficient students.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$7,000	Amount	\$7,000	Amount	\$7,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	Classified salaries Supplies Food Services & Other Operational Experiences	Budget Reference	Classified salaries Supplies Food Services & Other Operational Experiences	Budget Reference	Classified salaries Supplies Food Services & Other Operational Experiences

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**

**2018-19**

**2019-20**

New     Modified     Unchanged

New     Modified     Unchanged

New     Modified     Unchanged

2.4 Paint facilities colors that promote a positive school climate.

2.4 Paint facilities colors that promote a positive school climate.

2.4 Paint facilities colors that promote a positive school climate.

**BUDGETED EXPENDITURES**

**2017-18**

**2018-19**

**2019-20**

Amount    \$3,197

Amount    \$3,197

Amount    \$3,197

Source    supplemental

Source    supplemental

Source    supplemental

Budget Reference  
Classified Salaries & Benefits  
Supplies  
Food (for volunteers)

Budget Reference  
Classified Salaries & Benefits  
Supplies  
Food (for volunteers)

Budget Reference  
Classified Salaries & Benefits  
Supplies  
Food (for volunteers)

Action **2.5**

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

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

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

**OR**

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

[Students to be Served](#)     English Learners     Foster Youth     Low Income

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

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

[ACTIONS/SERVICES](#)

**2017-18**

New  Modified  Unchanged

2.5 Provide activities that promote a positive school climate; including purchasing supplies for activities, purchasing snacks for students who may not be able to afford snacks at recess, and paying for speakers or events focused on improving the school climate.

**2018-19**

New  Modified  Unchanged

2.5 Provide activities that promote a positive school climate; including purchasing supplies for activities, purchasing snacks for students who may not be able to afford snacks at recess, and paying for speakers or events focused on improving the school climate.

**2019-20**

New  Modified  Unchanged

2.5 Provide activities that promote a positive school climate; including purchasing supplies for activities, purchasing snacks for students who may not be able to afford snacks at recess, and paying for speakers or events focused on improving the school climate.

[BUDGETED EXPENDITURES](#)

**2017-18**

Amount \$3,200

Source Supplemental

Budget Reference  
Supplies  
Services & Other Operating  
Expenditures  
food

**2018-19**

Amount \$3200

Source Supplemental

Budget Reference  
Supplies  
Services & Other Operating  
Expenditures  
food

**2019-20**

Amount \$3200

Source Supplemental

Budget Reference  
Supplies  
Services & Other Operating  
Expenditures  
food

[ACTIONS/SERVICES](#)

**2017-18**

New  Modified  Unchanged

2.6 Provide online surveys for stakeholder input.

**2018-19**

New  Modified  Unchanged

2.6 Provide online surveys for stakeholder input.

**2019-20**

New  Modified  Unchanged

2.6 Provide online surveys for stakeholder input.

[BUDGETED EXPENDITURES](#)

**2017-18**

Amount \$200

Source supplemental

**2018-19**

Amount \$200

Source Supplemental

**2019-20**

Amount \$200

Source Supplemental

Budget Reference

Salaries and Benefits  
Services & Other Operating  
Expenditures

Budget Reference

Salaries and Benefits  
Services & Other Operating  
Expenditures

Budget Reference

Salaries and Benefits  
Services & Other Operating  
Expenditures

New  Modified  Unchanged

### Goal 3

**Provide modern, safe school facilities that support student success.**

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 Clean, pleasant, and safe learning environments are conducive to student learning. Stakeholders identified a need to clean and “spruce-up” areas of the school - especially bathrooms. They also identified having a well maintained and welcoming environment as a priority. There is a need to continue providing maintenance, repair, and modernization aligned with the facilities plan.

3.2 The District’s facilities plan, technology plan, and stakeholder input identify a need to continue repair and modernization of facilities and purchasing technology infrastructure to support student learning.

3.3 Stakeholder input identified a need to utilize proper colors when painting facilities to promote a positive atmosphere and support student learning.

#### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3.1 Facilities Inspection Tool - Physical environment	Good	Maintain “Fair” or “Good” status until maintenance and modernization activities listed in the Facilities Plan are completed.	Maintain “Fair” or “Good” status until maintenance and modernization activities listed in the Facilities Plan are completed.	Maintain “Fair” or “Good” status until maintenance and modernization activities listed in the Facilities Plan are completed.
3.2 Williams Complaints	No Complaints	Maintain no unresolved Williams complaints for facilities	Maintain no unresolved Williams complaints for facilities	Maintain no unresolved Williams complaints for facilities



Stakeholder Survey	No Baseline	Establish a baseline for the percent of stakeholders who believe the school is a safe and clean place.	Achieve > 90% who agree or strongly agree the school is safe Achieve > 85% who agree or strongly agree the school is clean	Achieve > 95% who agree or strongly agree the school is safe Achieve > 90% who agree or strongly agree the school is clean

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
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
3.1 Continue maintenance, repair, and modernization projects congruent with the District's facilities plan.	3.1 Continue maintenance, repair, and modernization projects congruent with the District's facilities plan.	3.1 Continue maintenance, repair, and modernization projects congruent with the District's facilities plan.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$336,430	Amount: \$295,000	Amount: \$300,000
Source: Base	Source: Base	Source: Base

Budget Reference

Proposition 39  
Routine Restricted

Classified Salaries & Benefits  
Services or other operational expenditures  
Maintenance

Budget Reference

Routine Restricted

Classified Salaries & Benefits  
Services or other operational expenditures  
Maintenance

Budget Reference

Routine Restricted

Classified Salaries & Benefits  
Services or other operational expenditures  
Maintenance

### 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  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

### ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
3.2 Continue purchasing and updating technology infrastructure congruent with the District's technology plan.	3.2 Continue purchasing and updating technology infrastructure congruent with the District's technology plan.	3.2 Continue purchasing and updating technology infrastructure congruent with the District's technology plan.

### BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	\$1,000	Amount	\$1,000	Amount	\$1,000
Source	Base	Source	Base	Source	Base
Budget Reference	Classified Salaries & Benefits Services & Other Operating Expenditures Capital Non-Capitalized Equipment Ending Balance Assignments	Budget Reference	Classified Salaries & Benefits Services & Other Operating Expenditures Capital Outlay Non-Capitalized Equipment Ending Balance Assignments	Budget Reference	Classified Salaries & Benefits Services & Other Operating Expenditures Capital Outlay Non-Capitalized Equipment Ending Balance Assignments

**Demonstration of Increased or Improved Services for Unduplicated Pupils**

LCAP Year  2017-18  2018-19  2019-20

<u>Estimated Supplemental and Concentration Grant Funds:</u>	\$ 85,838	<u>Percentage to Increase or Improve Services:</u>	7.69 %
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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](#)).

Nuestro Elementary School District's goals and actions are designed to close the achievement gap experienced by our unduplicated students while meeting the needs of ALL students. It is our goal to provide individualized instruction and intervention for each student based on their needs as determined by district assessments, state assessments, and/or curriculum embedded assessments. **The actions/services identified in the LCAP are principally directed to English learners, low income students, and foster youth because those students' outcomes and needs were the basis for determining which actions were included in the plan and their needs will be the basis for determining plan details such as which instructional materials best meet our needs and what skills or concepts will be taught in interventions. Furthermore, by weighting the needs of English learners, low income students, and foster youth more heavily than the needs of "all students" during decision making, we ensure services are principally directed to those students even though actions/services are available school-wide. By focusing on these students, we ensure at least an 8% increase or improvement to services to those unduplicated students.**

Due to the size of our school/district, the best model to deliver improved services to these students is by making it available school-wide with an emphasis on our English learners, low income students, Redesignated Fluent English Proficient students, and Foster Youth students. School-wide implementation is also the most effective use of supplemental funds because English Learners, Low Income students, foster youth, and Redesignated Fluent English Proficient students will benefit more than "other/all students" from lower class sizes, improvement in instruction, placement of Instructional Aides to support student success, improved communication between the school and home, access to aligned curriculum, technology based instructional materials and individualized learning software, technology skills support, and access to after school support including free/affordable after school care and tutoring. By providing these services school-wide, we can most effectively reach and serve the populations who generated the funds.

The District's past state assessment results indicate the actions/services in our plan are the **most effective use of funds**. The **success we have experienced** also indicates that, for our population, the best approach is school-wide implementation. Utilizing school-wide implementation of services and actions has resulted in no sub-group scoring in "orange" or "red" in any category on the state dashboard. It has also resulted in the District outscoring both the county and state averages on the CAASPP assessments for ELA and Mathematics. In fact, 56% of our socioeconomically disadvantaged students achieved "standard met or exceeded" on the 2016 CAASPP ELA assessment while only 54% of "all students" reached that level.

The success our students have achieved from school-wide implementation of actions/services is solid evidence that this approach works best in the Nuestro Elementary School district.

We also reviewed educational theory regarding our actions and found:

- a. Research supports the implementation of data-systems for accountability and monitoring of supports throughout the year. The research indicated that, "to help all students achieve, teachers need to systematically and routinely use data to guide instructional decisions and meet students' learning needs." ("Using Student Achievement Data to Support Instructional Decision Making" National Association of Elementary School Principals, 2011).
- b. Research identified that, "the importance of teachers having time to collaborate during the contract day in order to build their professional practice and foster shared responsibility for student learning is critical for high-performing teams (Mourshed, Chijiole, & Barber, 2010). This supports our use of professional development time for collaboration as well as our decision to purchase instructional materials and services that provide teachers with data to be used in collaboration meetings.
- c. Research has shown that colors in rooms affect mood and can promote student success. Colors can also negatively affect mood and student success. (<https://smithsystem.com>). This supports our action to paint facilities colors that promote students success.
- d. Several studies have found that after-school programs do have positive effects on children's academic performance as well as on other factors. The U.S. Department of Education conducted a study on after-school programs across the country in 1998 and found student-achievement gains in school districts in New York, Illinois, New Hampshire, Louisiana, California, Texas, and Tennessee that had initiated after-school programs (Brickman , 1996; Chicago Public Schools, 1998; Gregory, 1996; Louisiana Department of Education, 1996; Brooks and Mojica, 1995; McLennan Youth Collaboration Inc., 1997; Ross, et al., 1996). Cities in Texas, New York, and Maryland also reported substantial decreases in juvenile crime after the inception of various after-

**Comment [CM9]:** Did you intend to say that the actions and services in this LCAP are all directed? When reviewing your actions you don't have any that are primarily directed toward the subgroups which is fine. However, I think you are trying to communicate that is because you serve them as part of the whole but this sentence doesn't say that.

**Comment [MS10R9]:** No. I meant to say the actions and services are "principally directed" and not "exclusively directed". While the actions are not "exclusively directed" to subgroups, actions that benefit all students are "principally directed" toward our subgroups. The next sentence provides further clarification as to how actions are "principally directed" to the subgroups.

**Comment [CM11]:** I like this sentence which is why I think I was confused with the other one. I think this is well written.

**Comment [MS12R11]:** Thank you. I think this sentence drives the point home too. 😊

school programs (McLennan Youth Collaboration Inc., 1997; Schinke, et al., 1992; Baltimore Police Department, 1998). Editorial Projects in Education Research Center. (2004, August 3). Issues A-Z: After-School Programs. Education Week. Retrieved Month Day, Year from <http://www.edweek.org/ew/issues/after-school-programs/>

- e. Research indicates that professional development can be used to affect teaching practices related to language and literacy learning among preschool Latin English Language Learners. Results of a random assignment experiment (Total N=60) showed that teacher quality improvement interventions yielded gains in teacher classroom practices related to the promotion of language and literacy in children. The interventions yielded gains in the creation of a classroom environment that promotes language and literacy in English language learners. Also, children in the intervention classrooms had moderately higher scores in the spring (after adjusting for fall) than children in the control classrooms for varied English and Spanish phonological awareness skills. From: The Nuestros Niños Early Language and Literacy Program: A Teacher Quality Improvement Intervention Author and Presenter: Dina C. Castro, University of North Carolina–Chapel Hill [http://www.acf.hhs.gov/sites/default/files/opre/ell\\_summary\\_sheet.pdf](http://www.acf.hhs.gov/sites/default/files/opre/ell_summary_sheet.pdf)

Based on the FCMAT LCFF calculator, NESD's 2017-18 supplemental grant is projected to be \$85,838. This was based on a projected unduplicated pupil percentage of 39.86%. The estimated \$ 85,838 in supplemental funds and additional funds are being utilized as follows:

ACTION	GENERAL DESCRIPTION	AMOUNT
1.1	Teacher	\$73,000
1.2	Instructional Aides	29,434
2.1	Student Services/Library Aide	10,043
1.2	Tutor	4,470
1.2	Technology Aide	2,185
2.1	Music Aide	8,166
1.3	Technology to Support Learning	22,200
2.3	Supplement After School Program	7,000
1.7	Careers & Electives	2,000
1.8	Broad Course Access	624,184
1.4	Professional Development	21,000
2.4	Painting	3,197
2.2	Technology software for student safety & protection (ex. Iboss & GoGuardian)	2,200
1.6	PE Improvement	1,000
2.2	Parent Communication	500
2.6	Online Surveys	200
2.5	Positive Climate Activities	3,200
3.1	Repairs, maintenance, modernization (including proposition 39 plan)	336,430
3.2	Technology infrastructure (ex. Servers, connectivity)	1,000
	<b>Total Plan Expenditures</b>	<b>\$1,617,204</b>

## Local Control and Accountability Plan and Annual Update Template Instructions

### Addendum

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

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

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

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

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

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

## Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

## Plan Summary

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

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

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

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

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

## Budget Summary

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

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

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

### Annual Update

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

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

### Annual Measurable Outcomes

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

### Actions/Services

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

### Analysis

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

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

### Stakeholder Engagement

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

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

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



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

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

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

## **Goals, Actions, and Services**

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

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

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

### **New, Modified, Unchanged**

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

### **Goal**

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

### **Related State and/or Local Priorities**

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

### **Identified Need**

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

### **Expected Annual Measurable Outcomes**

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

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

## Planned Actions/Services

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

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

#### Students to be Served

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

#### Location(s)

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

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

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

#### Students to be Served

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

#### Scope of Service

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

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

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

### Location(s)

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

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

### Actions/Services

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

#### **New/Modified/Unchanged:**

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

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

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

### Budgeted Expenditures

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

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

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

## Demonstration of Increased or Improved Services for Unduplicated Students

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

### Estimated Supplemental and Concentration Grant Funds

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

### Percentage to Increase or Improve Services

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

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

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

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

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

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

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

## State Priorities

**Priority 1: Basic Services** addresses the degree to which:

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

**Priority 2: Implementation of State Standards** addresses:

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

**Priority 3: Parental Involvement** addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

**Local Priorities** address:

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

## APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



## **APPENDIX B: GUIDING QUESTIONS**

### **Guiding Questions: Annual Review and Analysis**

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

### **Guiding Questions: Stakeholder Engagement**

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

### Guiding Questions: Goals, Actions, and Services

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