

LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Liberty Elementary School District		
Contact Name and Title	Christopher Rafanelli Superintendent	Email and Phone	crafanelli@libertysd.org (707) 795-4380

2017-20 Plan Summary

THE STORY

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

Liberty School is nestled in the rural dairy ranching area of Petaluma, forty miles north of San Francisco. A community with deep roots, its rolling hills still scattered with dairy ranches and poultry farms also looks to the future with a technology-based business sector that is growing and flourishing. Founded in 1857, Liberty School is amongst the oldest schools in Sonoma County and California. As Liberty passes its sesquicentennial it remains the hub of the entire community, where families meet neighbors and build relationships, requiring little urging to get involved in the life of their school. The life of the school reflects that feeling of warmth and family, from the first day when you pull up to have your car door opened and be kindly greeted, through yearly traditions such as the Veterans Day program honoring our local heroes, the annual fourth grade overnight trip where students act as crew on the tall ship Balclutha, the 6th Grade Appreciation Day, where school staff serve the 6th graders ice cream sundaes and tell them how much they appreciate and will miss them. These special events provide important landmarks in the development of each student, lifting life at Liberty above the bells and schedules, making it a thriving and unique place to learn. The students are a reflection of the community around us. While a recent influx from the technology sector has swelled our ranks, the vast majority of Liberty students come from our local ranches and from families centered around the trades and small businesses.

The vision of Liberty School is clearly expressed in our mission statement, which was developed and is reviewed annually through a collaborative process involving staff, the Board of Trustees, parents and community members. It

states, "Each student will be successful in school and will reach his or her highest potential as one individual in a community of learners." Our mission statement emphasizes both academic skills and character development as current research and practice have shown both to be vital in the development of the whole child. This statement is a living document utilized when setting goals, implementing standards, and assessing progress. It is in the front of our Parent and Student Information Handbook, appears in our Single School Plan for Student Achievement (SSP), is reviewed by our School Site Council (SSC) annually, is at the front of the Board of Trustees binder and guides our annual goal setting session. In addition, we make every effort to engage parents in helping students reach the goals. At Back to School Night, teachers provide parents an overview of what students should know, understand, and be able to demonstrate at each grade level. A "parent friendly" state standards pamphlet is distributed. Our high expectations are reinforced through weekly "go-home" folders, phone calls, notes home, conferences, report cards, weekly Wednesday Bulletins, and a newsletter.

The demographic make-up of the District consists of 76% Caucasian students, 21% Hispanic students and approximately 3% from other backgrounds. The District student population includes approximately 15% English Learners and 16% Economically Disadvantaged. The district serves these students through a variety of educational programs.

The high level of parent involvement adds the essential finishing touch to our successful program at Liberty, as the whole community joins the hardworking and dedicated staff to ensure our children are safe, fulfilled and prepared for the future.

LCAP HIGHLIGHTS

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

The 2017/2018 LESD LCAP continues on the success from our previous LCAP goals. The LESD identified the following four goals within the next three year LCAP cycle by working with District stakeholders.

Goal 1: Improve Student Achievement in English/Language Arts and Math while providing the skills and behaviors necessary for future success in career and college

LESD will continue to have high academic standards for all students by focusing on college and career readiness. Student academic achievement will be measured by state and local readiness assessments.

Goal 2: Improve School Culture Both Socially and Emotionally While Engaging Students and Parents

LESD will continue to provide a whole child approach to educating students by focusing on the physical, mental, and emotional needs at each grade level. Student supports and interventions will allow for a safe and healthy learning environment.

Goal 3: Maintain school facilities through regular inspection

LESD will maintain and work to continuously improve our physical structures and recreational areas by appropriating the necessary resources towards these tasks.

Goal 4: Provide ELA, Math, Social Studies, Science, Art, Technology, Library, etc.... to all students

LESD will continue to provide a full range of high quality academic experiences for all students.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

LESD continues to demonstrate tremendous progress and success in all areas. While our District program doesn't have students that participate in the CAASPP, our students feed into our District run Liberty Elementary charter program. Among those students, LESD outranked all other districts in Sonoma County and was among the top 4% of districts in overall student performance across California. In ELA, LESD had 75% of students meet or exceed State standards. In Math, 77% of students met or exceeded State standards. Both of these scores were improvements over the previous school year.

The California School Dashboard was released for the first time this year based on the previous year's results. As a district, LESD was in the Blue or highest category in all subsets.

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

Since our state and local indicators are all being met, our greatest need is around regulatory relief from the State and the need for California to address the dramatic increase in STRS and PERS costs unloaded onto district budgets. The introduction of the unfunded LCAP mandate onto districts has forced districts, like LESD, to waste limited human resources on a plan with little value and no educational benefit. In addition, the decision by California to use our limited proposition 98 guaranteed funding model to fix their pension shortfall has already had a negative impact on our ability to provide services to students and recruit and retain the necessary staffing to fulfill our mission. Over the next five years, this increasing financial burden will make it impossible to continue our current programs and successfully meet the needs of our students and community.

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?

None of our subgroups were two or more performance levels below the all student performance.

PERFORMANCE GAPS

INCREASED OR IMPROVED SERVICES

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

LESD is continuing to provide: instructional assistants to serve both at-risk students and all students in the District, improved ELA/ELD and math professional development and targeted academic and social/emotional assistance to EL and low-income students.

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	\$1,930,476
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$222,000.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

All of the District's expenditures that support our LCAP goals are embedded with each goal. Therefore, no GF expenditures that support our goals have been omitted.

\$526,359

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1

Improve Student Achievement in English/Language Arts and Math while providing the skills and behaviors necessary for future success in career and college.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Local assessments: Multiple Measures

78% of Students Proficient in District Multiple Measures in ELA
 84% of Students Proficient in District Multiple Measures in Math
 CELDT scores: 60% progress Students reclassified: 50%

Maintain 0 teacher misassignments

Common Core training for all instructional staff

100% of classrooms have standards aligned instructional materials

ACTUAL

Local assessments: Multiple Measures

78% of Students Proficient in District Multiple Measures in ELA
 84% of Students Proficient in District Multiple Measures in Math
 CELDT scores: 0% progress Students reclassified: 0%

Maintain 0 teacher misassignments

All staff participated in Common Core training

100% of classrooms have standards aligned instructional materials

ACTIONS / SERVICES

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

Action 1

Actions/Services

PLANNED

Maintain Highly qualified teachers

ACTUAL

Maintained Highly qualified teachers

Expenditures	BUDGETED Maintain highly qualified teachers- salary and benefits LCFF funding 1000-1999: Certificated Personnel Salaries Base \$144,000	ESTIMATED ACTUAL Highly qualified teachers- salary and benefits LCFF funding 1000-1999: Certificated Personnel Salaries Base \$258,999
Action 2		
Actions/Services	PLANNED Classrooms will maintain instructional assistants	ACTUAL Classrooms maintained instructional assistants
Expenditures	BUDGETED LCFF Funding- Instructional Aide Support 2000-2999: Classified Personnel Salaries Supplemental \$32,956	ESTIMATED ACTUAL LCFF Funding- Instructional Aide Support 2000-2999: Classified Personnel Salaries Supplemental \$37,804
Action 3		
Actions/Services	PLANNED Continue EL intervention support services	ACTUAL Continued EL intervention support services
Expenditures	BUDGETED Instructional Aide Support-Listed above 0	ESTIMATED ACTUAL Instructional Aide Support-Listed above 0
Action 4		
Actions/Services	PLANNED Assess student progress using formative, interim, and summative assessments. May include: <ul style="list-style-type: none"> • DIBELS • Dolch • El Paso • STAR Literacy & Math • Sound Units • Cal Lit Fluencies 	ACTUAL Assessed student progress using formative, interim, and summative assessments. Included: <ul style="list-style-type: none"> • DIBELS • Dolch • El Paso • STAR Literacy & Math • Sound Units • Cal Lit Fluencies
Expenditures	BUDGETED Listed above. 0	ESTIMATED ACTUAL Listed above. 0
Action 5		
Actions/Services	PLANNED Implement High Quality Instructional Practices Utilizing Common Core Standards <ul style="list-style-type: none"> • ELA & Math Common Core Professional Development • Segment Meetings 	ACTUAL Implemented High Quality Instructional Practices Utilizing Common Core Standards <ul style="list-style-type: none"> • ELA & Math Common Core Professional Development • Segment Meetings

	<ul style="list-style-type: none"> Highly Qualified Teachers Standards Aligned Materials 	<ul style="list-style-type: none"> Highly Qualified Teachers Standards Aligned Materials
Expenditures	<p>BUDGETED Purchase standards aligned materials 4000-4999: Books And Supplies Base \$6,000</p>	<p>ESTIMATED ACTUAL Purchase standards aligned materials 4000-4999: Books And Supplies Base \$8,256</p>
Action	<h1>6</h1>	
Actions/Services	<p>PLANNED For low income pupils as needed: Provide intervention services to students in need of additional support to meet grade level standards.</p>	<p>ACTUAL For low income pupils as needed: Provided intervention services to students in need of additional support to meet grade level standards.</p>
Expenditures	<p>BUDGETED Instructional Aide Support-Listed above 0</p>	<p>ESTIMATED ACTUAL Instructional Aide Support-Listed above 0</p>

ANALYSIS

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

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

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

The actions and services for this goal were fully implemented. All teachers were Highly Qualified, instructional assistants were provided to all classrooms, EL intervention support services were maintained, all students were assessed using the Districts Multiple Measures, High quality instructional practices using CCSS materials were implemented, and intervention was provided to low-income students as needed.

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

Goal 1 was mostly met with the exception of CELDT score progress. This can mostly be attributed to the very small number of test takers and the grade levels being tested for this LCAP.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences in actual and budgeted expenses can be attributed to changing personnel assignments. The District added another teacher at the TK level and changed assignments of several staff assigned to these sections.

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

No changes to this goal are deemed necessary.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 2

Improve School Culture Both Socially and Emotionally While Engaging Students and Parents

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Suspensions: 0
 Expulsions: 0
 Attendance: 98.1%
 Chronic Absenteeism: 0%
 Parent and Staff School Climate Survey: 46%
 Unduplicated population parent conferences: 100%

ACTUAL

Suspensions: 0
 Expulsions: 0
 Attendance: 96.88%
 Chronic Absenteeism: 1%
 Parent and Staff School Climate Survey: 35% participation
 Unduplicated population parent conferences: 100% participation

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 Using EMHI, provide additional training in social interaction	ACTUAL Using EMHI, provided additional training in social interaction
	BUDGETED EMHI Program 2000-2999: Classified Personnel Salaries Base \$3,224	ESTIMATED ACTUAL EMHI Program 2000-2999: Classified Personnel Salaries Base \$9,605

Action 2

Actions/Services	PLANNED Place all committee and Board meetings on District website	ACTUAL Place all committee and Board meetings on District website
Expenditures	BUDGETED Listed above. 0	ESTIMATED ACTUAL Listed above. 0

Action **3**

Actions/Services	PLANNED Parent and community outreach and education through the use of a school climate survey	ACTUAL Parent and community outreach and education assessed through the use of a school climate survey
Expenditures	BUDGETED Listed above 0	ESTIMATED ACTUAL Listed above 0

Action **4**

Actions/Services	PLANNED Develop parent and teacher understanding of the Character Attributes section of the Report Card at conferences	ACTUAL Developed parent and teacher understanding of the Character Attributes section of the Report Card at conferences
Expenditures	BUDGETED Listed above 0	ESTIMATED ACTUAL Listed above 0

Action **5**

Actions/Services	PLANNED Unduplicated population parent conferences with teachers	ACTUAL All parent/teacher conferences were held with unduplicated population.
Expenditures	BUDGETED Listed above 0	ESTIMATED ACTUAL Listed above 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.

The actions and services included: Using EMHI, provided additional training in social interaction, placing all committee and Board meetings on District website, parent and community outreach and education through the use of a school climate survey, developing parent and teacher understanding of the Character Attributes section of the Report Card at conferences, unduplicated population parent conferences with teachers.

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

Goal 2 was primarily met and programs were found to be effective. Attendance expectations were probably set too high and will be adjusted to a more reasonable level.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Changed expenditures between budgeted and actual expenditures reflected changed personnel and greater than expected training costs.

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

No changes are expected to be made to these programs or goal.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 3	Maintain school facilities through regular inspection
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State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Facilities Inspection Tool – Good Repair

ACTUAL

Reviewed Facilities Inspection Tool – Good Repair

ACTIONS / SERVICES

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

Action	1		
Actions/Services		<p>PLANNED Review and rank all areas of facilities needs on the annual and monthly inspections forms by both administration and custodial/ maintenance staff</p>	<p>ACTUAL Reviewed and ranked all areas of facilities needs on the annual and monthly inspections forms by both administration and custodial/ maintenance staff</p>
Expenditures		<p>BUDGETED Listed below 0</p>	<p>ESTIMATED ACTUAL Listed below 0</p>
Action	2		
Actions/Services		<p>PLANNED Provide custodial and maintenance services</p>	<p>ACTUAL Provided custodial and maintenance services</p>

Expenditures

BUDGETED
 Custodial and maintenance services 2000-2999: Classified Personnel
 Salaries Base \$12,457

ESTIMATED ACTUAL
 Custodial and maintenance services 2000-2999: Classified Personnel
 Salaries Base \$14,648

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.

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.

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

The District provided both maintenance and custodial services to meet the needs of goal 3.

The goal was met and actions and services were found to be effective.

Differences between actual and estimated expenditures can be attributed to changed personnel expenditures. The salary for the position changed.

No changes were made or will be made for this goal.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 4

Provide ELA, Math, Social Studies, Science, Art, Technology, Library, etc.... to all students.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Maintain Current Program for all students as reported on student report cards

ACTUAL

Maintained Current Program for all student as reported on student report cards

ACTIONS / SERVICES

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

Action	1		
Actions/Services		<p>PLANNED Review of Report Cards to verify access to a full range of classes to all students</p>	<p>ACTUAL Reviewed Report Cards to verify access to a full range of classes to all students</p>
Expenditures		<p>BUDGETED Listed above 0</p>	<p>ESTIMATED ACTUAL Listed above 0</p>

ANALYSIS

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

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

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

All students were provided with access to a full range of classes as verified by a review of all student report cards.

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

The actions and services were found to be effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is no material difference.

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

No changes were made or are expected to be made.

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?

At all meetings, LCAP budget and assessment data that was available was presented. This included; multiple measures, budget updates, professional development program, attendance, suspensions, expulsions, and student/District demographic data.

District Parent Meetings October 17, February 20 and March 13

Board Meetings in January, February, March and April

District Staff (Association) Meeting in November 9

Parent Advisory/EL Presentation of data and LCAP - January 16 & May 8

LCAP was provided through our weekly notes out to parents

The public hearing for the budget and LCAP - June 14

The approval of the budget and LCAP - June 15

Student survey in April

Parent Advisory Committee January 16 and March 6

IMPACT ON LCAP AND ANNUAL UPDATE

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

The Superintendent didn't respond in writing since there weren't any questions directly related to the LCAP.

The data presented was reviewed and all agreed that our data was too limited from these two grade levels to come to any real conclusions.

No changes were made to the LCAP due to input from the public.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 1

Improve Student Achievement in English/Language Arts and Math while providing the skills and behaviors necessary for future success in career and college.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Improve Student Achievement

80% of students are currently proficient in ELA on District assessments
 86% of students are currently proficient in math on District assessments

Common Core trained Highly Qualified Teachers in all classrooms - All teachers appropriately assigned

100% of teachers have participated in CCSS professional development that addresses the needs of all students including EL and low income students

100% of classrooms have standards aligned instructional materials that addresses the needs of all students including EL and low income students

Increase English Learner Proficiency in English - CELDT Scores: 0% proficient

Due to the grade level of student population, statewide assessments are not applicable
 Due to the grade level of student population, UC/CSU entrance requirements and CTE frameworks are not applicable
 Due to the grade level of student population, AP examination scores are not applicable
 Due to the grade level of student population, the college preparedness assessment, Early Assessment Program, and any subsequent assessment of college preparedness are not applicable
 The District will address the API if one ever exists

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

<p>As stated in the section directly above this one, due to grade level of student population, statewide assessments are not applicable. Local assessments: Multiple Measures</p> <p>Also, as stated above, the District doesn't serve high school students so the A-G requirements, AP passing and college preparedness standards are not applicable.</p> <p>Students Proficient in District Multiple Measures in ELA Students Proficient in District Multiple Measures in Math CELDT scores: Progress and Students Reclassified</p> <p>Teacher Assignments</p> <p>Common Core Training</p> <p>Classrooms have standards aligned instructional materials</p>	<p>As stated in the section directly above this one, due to grade level of student population, statewide assessments are not applicable. Local assessments: Multiple Measures</p> <p>Also, as stated above, the District doesn't serve high school students so the A-G requirements, AP passing and college preparedness standards are not applicable.</p> <p>Exceeded 78% of Students Proficient in District Multiple Measures in ELA Met 84% of Students Proficient in District Multiple Measures in Math CELDT scores: 0% progress Students reclassified: 0%</p> <p>Maintain 0 teacher misassignments</p> <p>All staff participated in Common Core training</p> <p>100% of classrooms have standards aligned instructional materials</p>	<p>As stated in the section directly above this one, due to grade level of student population, statewide assessments are not applicable. Local assessments: Multiple Measures</p> <p>Also, as stated above, the District doesn't serve high school students so the A-G requirements, AP passing and college preparedness standards are not applicable.</p> <p>80% of Students Proficient in District Multiple Measures in ELA 86% of Students Proficient in District Multiple Measures in Math CELDT scores: 60% progress Students reclassified: 50%</p> <p>Maintain 0 teacher misassignments</p> <p>Common Core training for all instructional staff</p> <p>100% of classrooms have standards aligned instructional materials</p>	<p>As stated in the section directly above this one, due to grade level of student population, statewide assessments are not applicable. Local assessments: Multiple Measures</p> <p>Also, as stated above, the District doesn't serve high school students so the A-G requirements, AP passing and college preparedness standards are not applicable.</p> <p>81% of Students Proficient in District Multiple Measures in ELA 87% of Students Proficient in District Multiple Measures in Math CELDT scores: 60% progress Students reclassified: 50%</p> <p>Maintain 0 teacher misassignments</p> <p>Common Core training for all instructional staff</p> <p>100% of classrooms have standards aligned instructional materials</p>	<p>As stated in the section directly above this one, due to grade level of student population, statewide assessments are not applicable. Local assessments: Multiple Measures</p> <p>Also, as stated above, the District doesn't serve high school students so the A-G requirements, AP passing and college preparedness standards are not applicable.</p> <p>81% of Students Proficient in District Multiple Measures in ELA 87% of Students Proficient in District Multiple Measures in Math CELDT scores: 60% progress Students reclassified: 0%</p> <p>Maintain 0 teacher misassignments</p> <p>Common Core training for all instructional staff</p> <p>100% of classrooms have standards aligned instructional materials</p>
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PLANNED ACTIONS / SERVICES

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

Action 1

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

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

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

Maintain highly Qualified teachers

2018-19

- New Modified Unchanged

Maintain highly Qualified teachers

2019-20

- New Modified Unchanged

Maintain highly Qualified teachers

BUDGETED EXPENDITURES

2017-18

Amount	\$166,500
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Maintain highly qualified teachers- salary and benefits LCFF funding

2018-19

Amount	\$168,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Maintain highly qualified teachers- salary and benefits LCFF funding

2019-20

Amount	169,500
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Maintain highly qualified teachers- salary and benefits LCFF funding

Action **2**

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

Students to be Served

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

Location(s)

- All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Classrooms will maintain instructional assistants

2018-19

New Modified Unchanged

Classrooms will maintain instructional assistants

2019-20

New Modified Unchanged

Classrooms will maintain instructional assistants

BUDGETED EXPENDITURES

2017-18

Amount	\$33,000
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries LCFF Funding- Instructional Aide Support

2018-19

Amount	\$34,000
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries LCFF Funding- Instructional Aide Support

2019-20

Amount	35,000
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries LCFF Funding- Instructional Aide Support

Action **3**

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue EL intervention support services

2018-19

New Modified Unchanged

Continue EL intervention support services

2019-20

New Modified Unchanged

Continue EL intervention support services

BUDGETED EXPENDITURES

2017-18

Amount

Budget Reference

2018-19

Amount

Budget Reference

2019-20

Amount

Budget Reference

Action **4**

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Assess student progress using formative, interim and summative assessments May include:

- DIBELS
- Dolch
- El Paso
- STAR Literacy & Math
- Sound Units
- Cal Lit Fluencies

2018-19

New Modified Unchanged

Assess student progress using formative, interim and summative assessments May include:

- DIBELS
- Dolch
- El Paso
- STAR Literacy & Math
- Sound Units
- Cal Lit Fluencies

2019-20

New Modified Unchanged

Assess student progress using formative, interim and summative assessments May include:

- DIBELS
- Dolch
- El Paso
- STAR Literacy & Math
- Sound Units
- Cal Lit Fluencies

BUDGETED EXPENDITURES

2017-18

Amount

Budget Reference

2018-19

Amount

Budget Reference

2019-20

Amount

Budget Reference

Action **5**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Implement High Quality Instructional Practices Utilizing Common Core State Standards

- ELA & Math Common Core Professional Development
- Segment Meetings
- Highly Qualified Teachers
- Standards Aligned Materials

2018-19

New Modified Unchanged

Implement High Quality Instructional Practices Utilizing Common Core State Standards

- ELA & Math Common Core Professional Development
- Segment Meetings
- Highly Qualified Teachers
- Standards Aligned Materials

2019-20

New Modified Unchanged

Implement High Quality Instructional Practices Utilizing Common Core State Standards

- ELA & Math Common Core Professional Development
- Segment Meetings
- Highly Qualified Teachers
- Standards Aligned Materials

BUDGETED EXPENDITURES

2017-18

Amount

Source

Budget Reference

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Action **6**

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

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

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

OR

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

Students to be Served

- English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

- All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

- New Modified Unchanged

For low income pupils as needed:
Provide intervention services to students in need of additional support to meet grade level standards

2018-19

- New Modified Unchanged

For low income pupils as needed:
Provide intervention services to students in need of additional support to meet grade level standards

2019-20

- New Modified Unchanged

For low income pupils as needed:
Provide intervention services to students in need of additional support to meet grade level standards

BUDGETED EXPENDITURES

2017-18

Amount 0

Budget Reference Instructional Aide Support-Listed above

2018-19

Amount 0

Budget Reference Instructional Aide Support-Listed above

2019-20

Amount 0

Budget Reference Instructional Aide Support-Listed above

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 2

Improve School Culture Both Socially and Emotionally While Engaging Students and Parents

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

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

[Identified Need](#)

Improve School Culture/ Social Emotional Learning While Engaging Students and Parents

Suspensions: 0
Expulsions: 0

Review and Improve Attendance Rates
Attendance: Above 96%
Chronic Absenteeism: Less than 2%

Parent Survey Will Be Distributed
Parent Survey: 45% Participation

All unduplicated population parents will receive notification of available programs
All parents of students with exceptional needs will receive notification of available programs

School Climate Survey is not distributed to K & 1 students

Middle school dropout rate is not applicable to our district
High school dropout rate is not applicable to our district
High school graduation rate is not applicable to our district

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspensions	Suspensions: 0	Suspensions: 0	Suspensions: 0	Suspensions: 0
Expulsions	Expulsions: 0	Expulsions: 0	Expulsions: 0	Expulsions: 0

<p>Attendance Chronic Absenteeism Parent and Staff School Climate Survey Participation Unduplicated population parent conferences As stated above, the District doesn't serve middle school or high school students, therefore the metrics for middle school and high school dropouts and high school graduation does not apply</p>	<p>Attendance: 96.88% Chronic Absenteeism: 1% Parent and Staff School Climate Survey: 35% participation Unduplicated population parent conferences: 100% participation As stated above, the District doesn't serve middle school or high school students, therefore the metrics for middle school and high school dropouts and high school graduation does not apply</p>	<p>Attendance: Above 96% Chronic Absenteeism: Less than 2% Parent and Staff School Climate Survey: 49% Participation Unduplicated population parent conferences: 100% As stated above, the District doesn't serve middle school or high school students, therefore the metrics for middle school and high school dropouts and high school graduation does not apply</p>	<p>Attendance: Above 96% Chronic Absenteeism: Less than 2% Parent and Staff School Climate Survey: 50% Participation Unduplicated population parent conferences: 100% As stated above, the District doesn't serve middle school or high school students, therefore the metrics for middle school and high school dropouts and high school graduation does not apply</p>	<p>Attendance: Above 96% Chronic Absenteeism: Less than 2% Parent and Staff School Climate Survey: 51% Participation Unduplicated population parent conferences: 100% As stated above, the District doesn't serve middle school or high school students, therefore the metrics for middle school and high school dropouts and high school graduation does not apply</p>
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PLANNED ACTIONS / SERVICES

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

Action 1

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

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

OR

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

<u>Students to be Served</u>	<input 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 OR <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 checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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Using EMHI, provide additional training in social interaction	Using EMHI, provide additional training in social interaction	Using EMHI, provide additional training in social interaction
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BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$3,400	Amount	\$3,600	Amount	\$3,800
Source	Base	Source	Base	Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries EMHI Program	Budget Reference	2000-2999: Classified Personnel Salaries EMHI Program	Budget Reference	2000-2999: Classified Personnel Salaries EMHI Program

Action 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	OR <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 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

Place all committee and Board meetings on District website

Place all committee and Board meetings on District website

Place all committee and Board meetings on District website

BUDGETED EXPENDITURES

2017-18

Amount

Budget Reference

2018-19

Amount

Budget Reference

2019-20

Amount

Budget Reference

Action **3**

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Parent and community outreach and education through the use of a school climate survey

2018-19

New Modified Unchanged

Parent and community outreach and education through the use of a school climate survey

2019-20

New Modified Unchanged

Parent and community outreach and education through the use of a school climate survey

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	<input type="text" value="0"/>	Amount	<input type="text" value="0"/>	Amount	<input type="text" value="0"/>
Budget Reference	<input type="text" value="Listed above"/>	Budget Reference	<input type="text" value="Listed above"/>	Budget Reference	<input type="text" value="Listed above"/>

Action 4

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

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

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<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 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
Develop parent and teacher understanding of the Character Attributes section of the Report Card at conferences	Develop parent and teacher understanding of the Character Attributes section of the Report Card at conferences	Develop parent and teacher understanding of the Character Attributes section of the Report Card at conferences

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20			
Amount	<input type="text" value="0"/>	Amount	<input type="text" value="0"/>	Amount	<input type="text" value="0"/>
Budget Reference	<input type="text" value="Listed above"/>	Budget Reference	<input type="text" value="Listed above"/>	Budget Reference	<input type="text" value="Listed above"/>

Action **5**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Unduplicated population parent conferences with teachers

2018-19

New Modified Unchanged

Unduplicated population parent conferences with teachers

2019-20

New Modified Unchanged

Unduplicated population parent conferences with teachers

BUDGETED EXPENDITURES

2017-18

Amount

Budget Reference

2018-19

Amount

Budget Reference

2019-20

Amount

Budget Reference

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 3

Maintain school facilities through regular inspection

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Maintain School Facilities
 Baseline:
 Facilities Inspection Tool – Good Repair

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain School Facilities Baseline: Facilities Inspection Tool – Good Repair	Facilities Inspection Tool – Good Repair			

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

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

OR

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

Students to be Served

- English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

- All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

- New Modified Unchanged

Review and rank all areas of facilities needs on the annual and monthly inspections forms by both administration and custodial/ maintenance staff

2018-19

- New Modified Unchanged

Review and rank all areas of facilities needs on the annual and monthly inspections forms by both administration and custodial/ maintenance staff

2019-20

- New Modified Unchanged

Review and rank all areas of facilities needs on the annual and monthly inspections forms by both administration and custodial/ maintenance staff

BUDGETED EXPENDITURES

2017-18

Amount 0

Budget Reference Listed below

2018-19

Amount 0

Budget Reference Listed below

2019-20

Amount 0

Budget Reference Listed below

Action **2**

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

Students to be Served

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

Location(s)

- All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served

- English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

- All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

- New Modified Unchanged

Provide custodial and maintenance services

2018-19

- New Modified Unchanged

Provide custodial and maintenance services

2019-20

- New Modified Unchanged

Provide custodial and maintenance services

BUDGETED EXPENDITURES

2017-18

Amount	\$12,600
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Custodial and maintenance services

2018-19

Amount	\$12,800
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Custodial and maintenance services

2019-20

Amount	\$13,000
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Custodial and maintenance services

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 4

Provide ELA, Math, Social Studies, Science, Art, Technology, Library, etc.... to all students.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Provide access to a full range of classes to all students including subgroups as demonstrated on report card for all students
 All students will have access to a full range of courses as demonstrated on report card for all students
 All students will have access to programs developed and provided to unduplicated students as demonstrated on report card for all students
 All students will have access to programs developed and provided to students with exceptional needs as demonstrated on report card for all students

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>As stated above and approved in last year's LCAP by the County Office, the metric/indicator for all of the following will be measured by reviewing report cards to verify students are enrolled in the following programs:</p> <p>Provide access to a full range of classes to all students including subgroups All students will have access to a full range of courses as demonstrated on report card for all students</p>	<p>As stated above and approved in last year's LCAP by the County Office, the metric/indicator for all of the following will be measured by reviewing report cards to verify students are enrolled in the following programs:</p> <p>Provided access to a full range of classes to all students including subgroups All students have access to a full range of courses as demonstrated on report card for all students</p>	<p>As stated above and approved in last year's LCAP by the County Office, the metric/indicator for all of the following will be measured by reviewing report cards to verify students are enrolled in the following programs:</p> <p>Provide access to a full range of classes to all students including subgroups All students will have access to a full range of courses as demonstrated on report card for all students</p>	<p>As stated above and approved in last year's LCAP by the County Office, the metric/indicator for all of the following will be measured by reviewing report cards to verify students are enrolled in the following programs:</p> <p>Provide access to a full range of classes to all students including subgroups All students will have access to a full range of courses as demonstrated on report card for all students</p>	<p>As stated above and approved in last year's LCAP by the County Office, the metric/indicator for all of the following will be measured by reviewing report cards to verify students are enrolled in the following programs:</p> <p>Provide access to a full range of classes to all students including subgroups All students will have access to a full range of courses as demonstrated on report card for all students</p>

All students will have access to programs developed and provided to unduplicated students All students will have access to programs developed and provided to students with exceptional needs Maintain Current Program at 100%	All students have access to programs developed and provided to unduplicated students All students have access to programs developed and provided to students with exceptional needs Maintain Current Program at 100%	All students will have access to programs developed and provided to unduplicated students All students will have access to programs developed and provided to students with exceptional needs Maintain Current Program at 100%	All students will have access to programs developed and provided to unduplicated students All students will have access to programs developed and provided to students with exceptional needs Maintain Current Program at 100%	All students will have access to programs developed and provided to unduplicated students All students will have access to programs developed and provided to students with exceptional needs Maintain Current Program at 100%
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PLANNED ACTIONS / SERVICES

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

Action 1

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

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

OR

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

<u>Students to be Served</u>	<input 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	OR <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

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Review of Report Cards to Verify access to a full range of classes to all students

Review of Report Cards to Verify access to a full range of classes to all students

Review of Report Cards to Verify access to a full range of classes to all students

BUDGETED EXPENDITURES

2017-18

Amount 0

Budget Reference Listed above

2018-19

Amount 0

Budget Reference Listed above

2019-20

Amount 0

Budget Reference Listed above

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds: \$10,908

Percentage to Increase or Improve Services: 2.17%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

The supplemental funds derived from the unduplicated count were used district-wide and are providing support to EL and low-income students through the use of classroom aide support. The use of these funds district-wide created a low staff to student ratio that allowed students in these categories to receive immediate support and feedback. The District doesn't need to provide a citation since our community, including our Board of Trustees, strongly supports the current use of our funding from the LOCAL CONTROL Funding Formula. Furthermore, the Districts TK-1st grade students feed into 1st grade through 6th grade charter school program that has the highest overall student performance of any district in Sonoma County on the annual statewide testing program, SBAC/CAASPP. Liberty's subgroups are extremely well served and greatly exceed the performance of native English speakers and non-economically disadvantaged students in Sonoma County and California. If our EL students were their own district, they would rank 2nd in the County for SBAC scores among all students. If our economically disadvantaged students were their own district, they would rank 2nd in the County for SBAC scores among all students. In both cases, they would rank behind only Liberty's overall student scores.

Supplemental funds allow the district to maintain services over the base allocations for all pupils by providing English learners and low-socioeconomic students with the services necessary to meet State and District standards. The District is providing support to EL and low-income students through the use of classroom aide support. The District continues to exceed the amount of supplemental funding provided to meet the needs of the unduplicated population.

Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Budget Summary

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

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

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

(b) “Middle School dropout rate” shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

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

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

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

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

(e) “Suspension rate” shall be calculated as follows:

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	198,637.00	329,312.00	222,000.00	225,200.00	228,400.00	675,600.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	165,681.00	291,508.00	189,000.00	191,200.00	193,400.00	573,600.00
Supplemental	32,956.00	37,804.00	33,000.00	34,000.00	35,000.00	102,000.00

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

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	198,637.00	329,312.00	222,000.00	225,200.00	228,400.00	675,600.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	144,000.00	258,999.00	166,500.00	168,000.00	169,500.00	504,000.00
2000-2999: Classified Personnel Salaries	48,637.00	62,057.00	49,000.00	50,400.00	51,800.00	151,200.00
4000-4999: Books And Supplies	6,000.00	8,256.00	6,500.00	6,800.00	7,100.00	20,400.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	198,637.00	329,312.00	222,000.00	225,200.00	228,400.00	675,600.00
		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	144,000.00	258,999.00	166,500.00	168,000.00	169,500.00	504,000.00
2000-2999: Classified Personnel Salaries	Base	15,681.00	24,253.00	16,000.00	16,400.00	16,800.00	49,200.00
2000-2999: Classified Personnel Salaries	Supplemental	32,956.00	37,804.00	33,000.00	34,000.00	35,000.00	102,000.00
4000-4999: Books And Supplies	Base	6,000.00	8,256.00	6,500.00	6,800.00	7,100.00	20,400.00

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

Total Expenditures by Goal

Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	206,000.00	208,800.00	211,600.00	626,400.00
Goal 2	3,400.00	3,600.00	3,800.00	10,800.00
Goal 3	12,600.00	12,800.00	13,000.00	38,400.00
Goal 4	0.00	0.00	0.00	0.00

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