

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	Canyon Elementary School District		
Contact Name and Title	Lucia Sullivan, Principal Gloria Faircloth, Superintendent	Email and Phone	925-376-4671 lsullivan@canyon.k12.ca.us

2017-20 Plan Summary

THE STORY

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

The Canyon Elementary School District is comprised of one three-room schoolhouse with 72 children in Kindergarten through grade eight. The community of Canyon is located in unincorporated Contra Costa County, nestled between the Oakland Hills and Moraga. Canyon is considered rural because it is located deep in a steep canyon and feels remote because there is not cellular coverage in the canyon. Homes in Canyon were traditionally built by members of the community and are often far above the road, requiring people to climb many steps. Members of our community are known for being very self reliant and many of our children have parents who are builders or artisans although as the community changes over time, there are now more community members commuting to San Francisco and working in the tech field.

Canyon School's mission is to foster lifelong love of learning, integrating individual academic growth and achievement with artistic expression. We draw strength from our extended community rich in historic tradition, our unique natural setting, and our small size. The school provides a sanctuary for developing the talents, strengths, and confidence of each individual so that our students become resourceful adults who think and act creatively and critically in the world community.

LCAP presentations and information have been presented using the LCAP acronym. Feedback from the community has indicated that parents and community members do not express much interest in or concern about the LCAP document per se, though they are very interested in the day to day operations of the school district. LCAP meetings, via the School Site Council (which serves as our district advisory committee), were comprised of teacher representation, principal and parents. Information from those meetings was disseminated to parents and the community through email, newsletters and posting to the website.

In the interest of clarity, and to develop a more concise and streamlined document, we have folded previous year's goals into three over-arching goals in alignment with the state identified priorities. Generally, progress was made in all LCAP goals, supported by action and service evidence within each goal.

LCAP HIGHLIGHTS

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

The Canyon Elementary School District's LCAP describes the variety of unique programs and services offered to meet the needs of all students and their families. These comprehensive and innovative programs integrate 21st Century teaching, project-based learning, STEAM, integrated arts and learning skills to ensure students are meeting or exceeding high academic standards. Programs include but are not limited to: federal and state funded programs, accelerated mathematics programs, drama, Capoeira, special education, Response to Intervention, visual art, music, science, technology, engineering, art, mathematics, Eurythmy, Buddy bread making, Outward Bound and camping.

As an in-depth analysis of student achievement is being conducted by the School Site Council (comprised of parents, teacher and administrator), the school Principal and Superintendent and the School Board, to determine areas of strength, areas of concern and opportunities for improvement. The LCAP is presented to the Canyon School Board, all Canyon staff (certified, certificated, etc), Canyon Association to Support the School, Canyon Education Foundation and School Site Council to ensure all stakeholders have an opportunity to monitor LCAP progress and plan future LCAPs. Instructional goals for improvement are developed with input of all staff members, parent committees, and leadership teams.

The Canyon Elementary School Board works closely with the Superintendent and the Principal to set the direction of the District through to formulation of the district's policies and the adoption of annual goals and objective, which reflect the priorities of the Canyon School community and the Board. Decisions on how the District's funds are spent are considered through input from district staff and parent and community groups, which are then approved by the Canyon School Board. Budget priorities each year reflect the board's ongoing deliberations on the many programs and facility needs facing the district.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

We have made great progress on goal #2. We are very proud of the increase in our attendance outreach and the impact it has had. We also feel very supported by the Board as they have become quite engaged with this topic. Further, we are heartened by the tremendous positive feedback we have received about the increased emphasis on Social Emotional Learning.

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**

Canyon school district did not have any state indicators for which overall performance was in the red or orange performance category.

We continue to work on engaging a wider variety of parents to volunteers in school functions and engage in the school community at large.

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

**PERFORMANCE
GAPS**

Although the district did not have any overall performance indicators in the red or orange category, we continue to support our students with disabilities to perform at the highest possible levels.

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.

Supplemental LCFF funds are allocated district wide and are entirely directed towards meeting the needs of unduplicated student subgroups. These funds are targeted to support low income, foster youth, and English learner populations to increase support and intervention services to ensure equity and to close the achievement gap for identified subgroups. The following increased actions and services are planned for 2017-2018. Funds will be used to:

- Increase professional development for staff providing general education, direct ELL support and special education services
- Increase professional development for staff providing intervention and Tier 1 services
- Increase instructional technology and supplemental materials to support student achievement and access to technology
- Increase professional development on Social Emotional Learning
- increase translation services to increase parent and family engagement
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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

\$

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$58,839

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.

We did not include Middleburg Interactive Online Spanish language curriculum.

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

All students will have access to and meet or exceed mathematics, English language arts/literacy and Next generation Science Standards.

State and/or Local Priorities Addressed by this goal:

STATE	1	2	4	7	8
COE	9	10			
LOCAL	_____				

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

1. All classroom teachers are appropriately assigned and fully credentialed in the subject areas, and for the students that they are teaching (Priority 1.A.). Metric: Audit of classroom teachers
2. Every student has sufficient access to the CA Standards-aligned instructional materials (Priority 1. B. and 2. A.). Metric: Board resolution approval of sufficiency or insufficiency of textbooks and instructional materials and Williams complaints records
3. Per 15-16 CAASPP, and identification of baseline math and ELA scores, math and ELA proficiency levels will improve (Priority 4. A). Metric: Math and ELA CAASPP scores
4. All students will have access to a broad course of study that includes all of the subject areas described in Education code 51210 and 51220 (a) as applicable (Priority 7. A.) this includes art, music and social studies. Metric: course schedules, teaching schedules and lesson plans
5. Unduplicated students will be provided services and programs (7. B.). Metric: Number of students participating in intervention and accelerated programs; local assessments, CAASPP
6. Individuals with exceptional needs (IWEN) will be provided services and programs (priority 7.C. and 8). Metric: Number of students participating in IWEN services and programs; local assessment, CAASPP

1. Williams audit and CCCOE audit of certificated credential monitoring: Teacher Credentialing 100% Compliant.
2. Williams audit: Instructional Materials 100% compliant. Board resolution and approval of sufficiency of text books and instructional materials. Additionally each child in grades 3-8 has access to a designated laptop.
3. Due to our small size our numbers can not not be statistically significant but student continue to do well on CAASP testing. Additionally we are using Edmentum to capture assessment data and monitor progress.
4. All students have access to a broad course of study including: drama, visual art, Capoeira, robust field trips. We have implemented Renaissance Learning, Fountas and Pinnell leveled literacy, Teacher's College Writing Program.
5. Our unduplicated student count is 3. Our unduplicated students have access to our intervention programs (Edmentum) and are appropriately challenged and supported using that data.
6. We are currently serving 6 students with exceptional needs. They're progress is closely monitored with online diagnostic and progress monitoring tools.

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</p> <p>1. Hire math paraprofessional to support small group instruction.</p>	<p>ACTUAL</p> <p>Hired math paraprofessional to support small group instruction.</p>
Expenditures		<p>BUDGETED</p> <p>\$25,744</p>	<p>ESTIMATED ACTUAL</p> <p>\$20,000</p>

ACTIONS / SERVICES

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

Action **2**

Actions/Services	PLANNED Evaluate programs for curricular gaps that would benefit from increased materials and replacement units.	ACTUAL Evaluated programs for curricular gaps that would benefit from increased materials and replacement units. This resulted in the development of an instructional Technology committee (as an outgrowth of last year's STEAM committee).
Expenditures	BUDGETED \$3,000	ESTIMATED ACTUAL \$5,000

ACTIONS / SERVICES

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

Action **3**

Actions/Services	PLANNED Professional development (utilize Go Math Staff development. Materials), One staff member will attend Asilomar math conference.	ACTUAL Professional development (utilized a consultant to support differentiated math instruction), received targeted professional development in math intervention program, One staff member attended Asilomar math conference.
Expenditures	BUDGETED \$3,800	ESTIMATED ACTUAL \$5,000

ACTIONS / SERVICES

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

Action **4**

Actions/Services	PLANNED Continue Early Intervention Tutor.	ACTUAL Continued Early Intervention Tutor. and subsequently utilized math intervention tool to establish performance baselines and identify students in need of additional intervention or challenge (Edmentum Exact Path).
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Expenditures	BUDGETED \$12,5000	ESTIMATED ACTUAL \$13,840
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ACTIONS / SERVICES

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

Action **5**

Actions/Services	PLANNED Align FOSS science materials to NGSS standards in the development of aligned K-8 science curriculum trajectory.	ACTUAL Aligned FOSS science materials to NGSS standards and developed an aligned K-8 science curriculum trajectory.
	BUDGETED \$1,000	ESTIMATED ACTUAL \$2,000

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 actions and services were fully implemented in an effort to maximize student achievement for all students. This included hiring of staff, purchasing of materials and professional development and curriculum development work. Per our metrics, the overall implementation of action/ service to achieve our goal were successful.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Overall, we feel that the actions and services were very effective. Now that we have access to high speed internet, we are excited about the opportunities available to us to increase student access to unique programs and services.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	We wound up spending more money than we anticipated on science materials, human staffing and online resources.
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.	We were delighted to have the opportunity to purchase a digital diagnostic intervention tool mid-year that has allowed us to access dynamic learning data on students in order to ensure they receiving appropriate interventions and/or acceleration.

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

Provide a safe environment for our students, where they feel confident and are connected to caring adults, who can challenge them with clear and high expectations to maximize their learning potential.

State and/or Local Priorities Addressed by this goal:

STATE	1	3	5	6	8
COE	9	10			
LOCAL	_____				

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Prioritize district facility projects based on district wide facility assessment and community input. (Priority 1. CO metric: Facility Plan Assessment report.
2. Regular safety inspections. (Priority 1. C.) Metric: Site inspection reports, safety inspections, insurance carrier inspections, CCCSIG yearly safety goals report
3. Increase attendance rate and reduce chronic absenteeism, (Priority 5. A. and 5. B.) Metric: Attendance data
4. Maintain intermediate school drop out rate of 0% (Priority 5. C.) Metric: Attendance data
5. Maintain 0% Expulsion rate (Priority 6. B.) Metric: Attendance data, Board Reports
6. Continue trend of declining suspension rate (Priority 6. A.) Metric: Attendance data, Board Reports
7. Increase in survey data indicating student safety level and connectedness at school (Priority 3. A., 6. C. 8. i.) Metric: local site surveys and CA Healthy Kids survey

ACTUAL

1. The district was able to utilize the facilities plan to prioritize projects.
2. Safety inspections occurred on a regular basis throughout the year as evidenced by site inspection reports.
3. Our attendance has improved. Our ADA increased this year with the same enrollment figures. We are confident that our outreach is working!
4. We have maintained our intermediate school drop out rate of 0%.
5. Our expulsion rate remains at 0%.
6. Our suspension rate remains at 0%.
7. Students report feeling safe and connected (student surveys, spring 2017). Parents have expressed desire for additional support around social skills for students (and we will address this in next year's goals).

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
Review and compare 14-15 and 15-16 attendance data and impact of increased communication and awareness of attendance issues.

ACTUAL
We have successfully increased communication year over year.

Expenditures

BUDGETED
\$0

ESTIMATED ACTUAL
\$0

ACTIONS / SERVICES

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

Action **2**

Actions/Services	PLANNED Communicate attendance, including tardies and the number of Independent Studies requested, and recommendations to improve attendance to parents and provide support as needed for students with excessive absences.	ACTUAL We communicated absences and tardies to parents on a more regular basis. Several chronically truant inter-district students were referred to the Board to have their inter-district transfer agreements reviewed.
	BUDGETED \$0	ESTIMATED ACTUAL \$0

ACTIONS / SERVICES

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

Action **3**

Actions/Services	PLANNED Continue Restorative Practices response to conflict, send teachers to professional development.	ACTUAL Principal and Staff member attended training. Initially a multi-year staff training was planned, but the Principal learned that she can become a trained trainer, so that process will be undertaken in the 2017-2018 school year.
	BUDGETED \$1,000	ESTIMATED ACTUAL \$2,000

ACTIONS / SERVICES

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

Action **4**

Actions/Services	PLANNED Continue safety inspections, review a two year history of work orders, and develop a plan to proactively address any on-going safety issues based on the work order and insurance history.	ACTUAL We continue to have no claims and no safety issues reported.
	BUDGETED \$0	ESTIMATED ACTUAL \$0

ACTIONS / SERVICES

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

Action **5**

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Actions/Services	PLANNED Implement an evidence-based Social Emotional Learning Curriculum in grades K-8 (Center for Collaborative Classroom's Caring School Community).	ACTUAL We had staff professional development with a trainer before school started and teachers were able to implement this curriculum within their classroom community circles.
Expenditures	BUDGETED \$588	ESTIMATED ACTUAL \$588

ACTIONS / SERVICES

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

Action **6**

Actions/Services	PLANNED Implement a school-wide anti-bullying program. Parents club will underwrite this expense.	ACTUAL Hired Soul Shoppe, an Oakland based school climate servicer to provide a full day of anti-bullying instruction. This was incredibly well received and we have already scheduled three full student days, a parent education night and a staff training for the 2017-2018 school year.
Expenditures	BUDGETED \$1,000	ESTIMATED ACTUAL \$1,000

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.	We increased our professional development in the social emotional realm. We also increased outside service provider experts access directly with children to improve their social emotional learning. There was increased communication with parents about attendance issues. The Board developed a new attendance policy. Safety inspections, insurance reports and work orders were reviewed.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	An increase in frequent reminders about attendance and the new Board policy has increased parental awareness and concern about the negative impact of poor attendance. Students gave rave reviews of the Soul Shoppe anti-bullying provider. Survey data indicates that students and staff felt that anti-bullying program was very effective.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	We are fortunate in that our parent's group has agreed to pay for anti-bullying program. Our professional development costs were greater than expected.

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 success of the anti-bullying trainer one day program led us to immediately contract three days for 2017-2018 along with professional development and a parent education evening.

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

Strengthen parent and community engagement, improve communication and build alliances with the community to foster relationships, share resources, support mutual goals and to be transparent.

State and/or Local Priorities Addressed by this goal:

STATE 3

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Communicate parent engagement opportunities during annual parent registration process and throughout the school year (Priority 3. A, B, C) Metric: increased attendance at meetings, parent information nights and school events
2. Highlight parent and community engagement opportunities in weekly teacher newsletters, monthly principal newsletters and on the website. Metric: Increase in parent attendance via sign in sheets
3. Provide parent education programs to support and educate parents (Priority 3. A, B, C) Metric: Increase in parent attendance via sign in sheets

ACTUAL

1. We began utilizing online tools like sign up genius to enlist parental involvement, further we assigned or designated specific tasks at facility work days. For our 2017-2018 LCAP goal we will review and update our parent handbook materials.
2. We attempted to communicate engagement opportunities, but this is still an area with room for improvement. In the 2017-2018 goals we will seek to leverage room parents and online tools to continue to increase parent and community engagement opportunities.
3. This continues to be an area with room for growth. Our 2017-2018 LCAP goals outline parent education opportunities already planned in concert with our parent group Canyon Association to Support the School.

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 Include in parent registration documents, as part of the annual registration process, information listing parent engagement opportunities	ACTUAL Parent registration materials include information about involvement. Our calendar has dates of key community events. Parents and community were invited to events via newsletters, email and the website.
Expenditures	BUDGETED \$0	ESTIMATED ACTUAL \$0

ACTIONS / SERVICES

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

Action **2**

Actions/Services	PLANNED Schedule and hold parent conferences for any student in an identified subgroup (special education, socioeconomically disadvantaged, ELL, foster youth or other) by November, personally invite parents by letter, phone or in person to support parental attendance.	ACTUAL We had 100% parent attendance at conferences.
Expenditures	BUDGETED \$0	ESTIMATED ACTUAL \$0

ACTIONS / SERVICES

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

Action **3**

Actions/Services	PLANNED Continue to highlight parent engagement opportunities on the website and in newsletters.	ACTUAL Parent engagement opportunities were highlighted in teacher and principal newsletters and on the website.
Expenditures	BUDGETED \$0	ESTIMATED ACTUAL \$0

ACTIONS / SERVICES

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

Action **4**

Actions/Services	PLANNED Plan at least two parent education programs to support and educate parents of students with exceptional needs and invite parents to attend. Gather feedback from parents of students with exceptional needs as to how we can better support their children.	ACTUAL Through our parent survey and robust email exchanges and conversations we have received detailed feedback from parents of students with exceptional needs. Our 2017-2018 goals will continue to address this need.
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Expenditures

BUDGETED

\$0

ESTIMATED ACTUAL

\$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.

All Canyon staff attempted to communicate engagement opportunities to parents. The Principal took notes at Board meetings and summarized relevant engagement opportunities for parents who did not attend. The principal likewise attempted to attend CATTs meetings whenever possible and engage parents in those opportunities as well.

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

Though we continue to have a core group of highly engaged parents, as measured by attendance and anecdotal data, we continue to seek greater involvement from parents who have been less present at school events.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This outreach does not translate as a budget item.

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.

We will continue to work on engaging parents who are less involved in the life of the school community. We plan to do further surveys to ascertain parent data about how we can bring parents in from the margins.

Stakeholder Engagement

LCAP
Year

2017–18

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The Canyon Elementary School District is committed to ensuring that meaningful stake holder engagement is integral to the development of an effective Local Control Accountability Plan. The district used a variety of methods including meetings and other activities, events and blended platforms for stakeholders to be involved in the LCAP process and to provide input into the review and monitoring of district goals, metrics, actions and services

IMPACT ON LCAP AND ANNUAL UPDATE

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

Based on input from the Board, parent groups (School Site Council, CEF, CATSS, Staff) the following recommendations are made:

Goal #1 Continue to implement and refine the use of progress monitoring tools to ensure that all students meet or exceed benchmarks and are supported for additional challenge when possible.

Goal #2 We will continue to support the Board in the development of robust policy language about attendance. We will send monthly attendance updates. We will actively educate our parents about the importance of regular attendance. We will continue to strengthen our social emotional work by increasing our anti-bullying training, providing both a parent and a staff workshop, the principal will get trained as a Restorative Practices Trainer, and we will encourage book groups for parents.

Goal #3 Increase parent education nights to every other month during our Canyon Association to Support the School meetings.

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.

Goal 1	Unchanged
	All students will have access to and meet or exceed mathematics, English language arts/ literacy and Next generation Science Standards.

State and/or Local Priorities Addressed by this goal:

STATE	1	2	4	7	8
COE	9	10			
LOCAL	_____				

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

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>	All	Students with Disabilities	[Specific Student Group(s)] _____
<u>Location(s)</u>	All schools spans: _____	Specific Schools: _____	Specific Grade _____

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
Modified	Modified	Unchanged
<p>Continue hiring math paraprofessionals to support differentiated math instruction & curriculum.</p> <p>Evaluate programs for curricular gaps that would benefit from increased curriculum materials.</p> <p>Continue professional development in curriculum & instruction.</p> <p>Continue to employ early intervention tutor.</p> <p>Align FOSS science materials to NGSS standards in the development of aligned K-8 science curriculum.</p>	<p>Continue hiring math paraprofessionals to support differentiated math instruction & curriculum.</p> <p>Evaluate programs for curricular gaps that would benefit from increased curriculum materials.</p> <p>Continue professional development in curriculum & instruction.</p> <p>Continue to employ early intervention tutor.</p>	<p>Continue hiring math paraprofessionals to support differentiated math instruction & curriculum.</p> <p>Evaluate programs for curricular gaps that would benefit from increased curriculum materials.</p> <p>Continue professional development in curriculum & instruction.</p> <p>Continue to employ early intervention tutor.</p>

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference

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

	Unchanged
Goal 2	Provide a safe environment for our students, where they feel confident and are connected to caring adults, who can challenge them with clear and high expectations to maximize their learning potential.

State and/or Local Priorities Addressed by this goal:

STATE 1 3 5 6 8
 COE 9 10
 LOCAL _____

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ADA	67.58			
Safety Survey	to be developed			
Safety Inspection Reports	0 incidents			

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>	All
<u>Location(s)</u>	All schools

OR

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

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

ACTIONS/SERVICES

2017-18			2018-19			2019-20		
New	Modified	Unchanged	New	Modified	Unchanged	New	Modified	Unchanged

Review and compare 15-16 and 16-17 attendance data to determine impact of increased communication and messaging about importance of good attendance.

Communicate attendance, including tardies and the number of Independent Studies requested, and recommendations to improve to parents and to provide support as needed for students with excessive absences.

Continue to strengthen culture of Restorative Practices.

Continue safety inspections, review a two year history of work orders, and develop a plan to proactively address any on-going safety issues based on the work order and insurance history.

Continue to strengthen culture of pro-social development through social emotional learning and anti-bullying (Collaborative classroom, Soul Shoppe) curricula in K-8.

Review and compare 16-17 and 17-18 attendance data to determine impact of increased communication and messaging about importance of good attendance.

Communicate attendance, including tardies and the number of Independent Studies requested, and recommendations to improve to parents and to provide support as needed for students with excessive absences.

Continue to strengthen culture of Restorative Practices.

Continue safety inspections, review a two year history of work orders, and develop a plan to proactively address any on-going safety issues based on the work order and insurance history.

Continue to strengthen culture of pro-social development through social emotional learning and anti-bullying (Collaborative classroom, Soul Shoppe) curricula in K-8.

Review and compare attendance data to determine impact of increased communication and messaging about importance of good attendance.

Communicate attendance, including tardies and the number of Independent Studies requested, and recommendations to improve to parents and to provide support as needed for students with excessive absences.

Continue to strengthen culture of Restorative Practices.

Continue safety inspections, review a two year history of work orders, and develop a plan to proactively address any on-going safety issues based on the work order and insurance history.

Continue to strengthen culture of pro-social development through social emotional learning and anti-bullying (Collaborative classroom, Soul Shoppe) curricula in K-8.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount		Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

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

	Unchanged
Goal 3	Strengthen parent and community engagement, improve communication and build alliances with the community to foster relationships, share resources, support mutual goals and to be transparent.

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

STATE	1	2	4	7	8
COE	9	10			
LOCAL	_____				

[Identified Need](#)

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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parent participation survey	to be developed			
parent sign ups	to be developed			

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>	All	Students with Disabilities	[Specific Student Group(s)] _____
<u>Location(s)</u>	All schools spans: _____	Specific Schools: _____	Specific Grade _____

OR

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New	Modified	Unchanged	New	Modified	Unchanged	New	Modified	Unchanged
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<p>Develop list of parental engagement opportunities and circulate widely (parent registration materials, website, newsletters). Schedule and hold parent conferences for any student in an identified subgroup (special education, socioeconomically disadvantaged, ELL, coster youth or other) by November, personally invite parents by letter, phone or in person to support parental attendance.</p> <p>Plan and execute at least two parent information nights to support and educate parents of students with exceptional needs and personally invite parents to attend. Gather feedback from parents of students with exceptional needs as to how we can better support their children.</p>	<p>Develop list of parental engagement opportunities and circulate widely (parent registration materials, website, newsletters). Schedule and hold parent conferences for any student in an identified subgroup (special education, socioeconomically disadvantaged, ELL, coster youth or other) by November, personally invite parents by letter, phone or in person to support parental attendance.</p> <p>Plan and execute at least two parent information nights to support and educate parents of students with exceptional needs and personally invite parents to attend. Gather feedback from parents of students with exceptional needs as to how we can better support their children.</p>	<p>Develop list of parental engagement opportunities and circulate widely (parent registration materials, website, newsletters). Schedule and hold parent conferences for any student in an identified subgroup (special education, socioeconomically disadvantaged, ELL, coster youth or other) by November, personally invite parents by letter, phone or in person to support parental attendance.</p> <p>Plan and execute at least two parent information nights to support and educate parents of students with exceptional needs and personally invite parents to attend. Gather feedback from parents of students with exceptional needs as to how we can better support their children.</p>
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BUDGETED EXPENDITURES

2017-18

Amount	
Source	
Budget Reference	

2018-19

Amount	
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	

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

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18

Estimated Supplemental and Concentration Grant Funds:

\$5914

Percentage to Increase or Improve Services:

100%

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](#)).

In our tiny school district the population of unduplicated students is roughly 10%. We currently have no underachieving students in this category. This is partly due to our very small student to staff ratio, our excellent early intervention program, our GATE program which is designed to benefit the entire student body, and our weekly “Student Watch” sessions*. We are confident that we meet the needs of each of our students through these aspects of our program and our use of differentiation and individualized instruction. All programs and expenditures are designed to have maximum impact for success**. We offer a rich program in which not only are specific needs identified and addressed, but talents and gifts of all students are identified, encouraged, and celebrated.

*The ratio of teachers and paraprofessionals to students is 1:15.

*Multiple measures for all students are screened annually in September for early intervention need. Our

*Early Intervention Aide meets with teachers to identify targeted goals for Identified students. At risk students work toward those goals with both Aid and Teacher and progress is noted on a monthly basis.

*Our Gate program is imbedded in the general program. It is based on the understanding that GATE students need, and all students benefit from, a program that provides access to depth, complexity, novelty, and acceleration. Therefore we teach Critical Thinking, have an arts rotation day, have two major dramatic presentations yearly that all students participate in, emphasize public speaking in our assemblies and with frequent oral reports, and take at least one field trip per month. Each of our middle school students participate in an eight week internship program every fall. Our eighth graders travel to Costa Rica for Outward Bound every May.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to EC sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by EC sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement **Students to be Served**

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court

reports;

- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) "Chronic absenteeism rate" shall be calculated as follows:
- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) "High school dropout rate" shall be calculated as follows:
- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) "High school graduation rate" shall be calculated as follows:
- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) "Suspension rate" shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) "Expulsion rate" shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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

