Local Control Accountability Plan and Annual Update (LCAP) Template

<u>Addendum</u>: General instructions & regulatory requirements.

<u>Appendix A</u>: Priorities 5 and 6 Rate Calculations

<u>Appendix B</u>: Guiding Questions: Use as prompts (not limits)

<u>LCFF Evaluation Rubrics</u>: 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	Contact Name and Title	Email and Phone
Para Los Niños Evelyn Thurman Gratts Primary Center	Lorena Rodriguez, Principal	Lrodriguez@paralosninos.org (213) 250-4800 ext. 901

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Since 1980 Para Los Niños has worked to support children in their journey towards a more successful future. Para Los Niños provides comprehensive and integrated educational and family services that support the whole child from infancy through successive stages of school and life. Para Los Niños Gratts Primary Center provides transitional kindergarten, kindergarten and first grade and is an integral part of the educational services provided by Para Los Niños. Families enrolled at Para Los Niños Gratts Primary Center have access to a wide range of services provided by Para Los Niños. We understand that in order for our students to be successful academically, their physical and emotional need must be supported both at school and at home. Para Los Niños offer qualifying children and their families support through the following programs: Clinical Services PLN provides ongoing mentoring, problem solving, and socio-emotional support for children struggling through transitions, difficulty managing emotions, feelings of depression or anxiety and victims of community violence. Our approach is evidence and strength-based, family and child centered and available for those with Medi-Cal insurance and those who are uninsured. PLN has therapists at each school site who are on call and available to assist our students and staff. Family Support Services PLN offers assistance to families in navigating the County's complex support systems, community resources for children, Nurturing Parenting and child development education, financial education, and support in times of crises. Youth Workforce Services For families with older children, PLN prepares youth ages 14 to 21 for success in post-secondary education and workforce through paid and unpaid work experience, career counseling, job placement, and mentoring, case management and leadership development. Parent and Community Engagement PLN provides guidance and leadership training to parents who would like to take on deeper roles within the school community through serving on our School Site Councils, English Language Advisory Committee and Local Control Accountability Plan. In addition to these groups there are opportunities to work in our Parent Centers, volunteer time in our classrooms and library, assist in the office, and recruit community supports.

The Para Los Niños Gratts Primary Center, serving the children of working families in downtown Los Angeles, strives to cultivate and to celebrate the potential within each child and equip students with the skills, knowledge and confidence necessary to pursue excellence and succeed in a multi-cultural world.

LCAP Highlights

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

This year's LCAP features more parent involvement in the process of developing the plan. Main highlights include a focus on data and data analysis, not only from teachers but from parents. It includes more participation from parents and community members in the form of committees that touch on discipline, attendance, and school safety. More emphasis on developing 21st century skills, which include collaboration and teamwork, creativity and imagination, critical thinking, and problem solving, on the part of students by increasing the ratio of students to technology (iPads) to prepare them for SBAC and assessments online. The plan also focuses on increased intervention and support for students, including but not limited to intervention programs and resources. Finally the plan also includes a goal on maximizing student attendance by creating a parent committee and looking for ways to increase attendance. Some of these efforts will focus on students/class/and parent level.

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

No CAASPP testing is done at this level (TK, K, and 1st) that would indicate our greatest progress. The following is our area of greatest progress as determined by our internal assessments: Our greatest progress this year has been in the area of mathematics with all subgroups. Our math scores have continued to increase during the 2017-2018 school year by 5% in Kindergarten and 1st grade-currently at 37%. Our goal is to grow 7% for the 2018-2019 school year. We continue to attribute this to the consistent delivery of our Math Expressions curriculum and focus on being data driven to make instructional changes to support student learning. This year we are planning on including the technology component of Math Expressions to support student 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

No testing is done at this level (TK, K, and 1st) that would indicate our greatest need. The following are our areas of greatest need as determined by our internal assessments: At this point the area of greatest need is that of ELA/ELD. While we have experienced growth this year over the past three years this continues to be the area in which we need to focus. Based on DIBELS/IDEL and Fountas and Pinnel data, our students are not meeting benchmark at about a rate above 50%. Specifically DIBLES EOY benchmark for Kinder netted 49% at benchmark, 1st grade 40% at benchmark. IDEL EOY benchmark for Kinder netted 59% at benchmark, 1st grade 53% at benchmark. As for Fountas and Pinnel 24% of Kindergarten students were at benchmark at the end of the year, 44% of 1st grade students ended the year at benchmark. As mentioned before, our teachers and instructional aides have looked at data and formulated intervention groups to address student's needs. This netted us an increase over the last three years but not as dramatic as with math. One of our focuses for next year will be to take a close look at our curriculum to determine whether or not a new adoption is necessary. Additionally, we will be looking at bolstering our training for teachers to ensure that they are familiar with common core, ELA/ELD standards. As well as the development of a more robust and coherent scope and sequence.

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

No CAASPP testing is done at this level TK, K, and 1st to address performance gaps.

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.

Increased or Improved services

- Increase the amount of training for teachers, instructional aides, and parents to support student achievement in the areas of phonics and guided reading.
- Increase the amount of technology available to students to teach students 21st century computer skills and address student needs via educational apps such as Brain Pop, RazKids and DIBELS progress monitoring.
- Increase the amount of parent committees to give the community a larger voice in addressing student needs.
- Increase the amount of resources available and including the use of an instructional coach to address student academic need.

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$ 4,565,500
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$ 237,500

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.

Certificated salaries and benefits, classified salaries and benefits, technology - district-wide network support lead staff, internet service, maintenance and operations costs, transportation costs, utilities, books and supplies, other services and operating costs (professional development contracts, equipment contract costs, maintenance, and repairs, auditor fees, legal costs, nursing service contracts, instructional program contracts, student information system, capital outlay, facilities and maintenance costs and maintenance), technology costs, approved textbooks and core curricula materials, books and other reference materials, materials and supplies, office supplies, noncapitalized equipment.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$ 3,312,901

Annual Update

LCAP Year Reviewed: 2017-18

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

Increase the number of English Learners making adequate yearly progress towards reclassification in year one to 80%.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,5,7,8

Local Priorities: [Add Local Priorities Here]

Annual Measureable Outcomes

Expected	Actual
Increase of ELs making adequate yearly progress towards reclassification to 80%	CELDT results: 0% increase in advanced in 1st grade, 2% increase in kindergarten. 6% increase in 1st grade over prior year.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Provide a minimum of 12 hours of professional development in ELD and integration of the arts with ELD instruction for all teachers.	• Purchased ELD (Santillana Spotlight) program consumables and professional development was provided to the teachers. Principal and assistant principal monitored	$10,000 – 12 Hours of PD $40,000 – Purchase consumables/curriculum	$6000 – Purchased ELD program consumables.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
- Purchase an ELD program and train teachers in the implementation of the ELD program. - Purchase multimedia items to implement the speaking and listening domains in ELD program. - Monitor the implementation for the ELD program through classroom observations and review the lesson plans by principal with assistance by teacher leaders.	the implementation of the ELD program through classroom observations and reviewed lesson plans. - Purchased and implement new math curriculum adoption. - Professional development and data analysis took place. Investment in the purchase of an additional 20 iPads to give EL students an opportunity to engage in ST (spatial temporal) math.	$10,000 – Purchase multimedia resources $6,000 – Monitor implementation via classroom observations	$50,000 – Investment in classroom sets/books & book room materials. Purchased math curriculum. $20,000 – Purchased iPads

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Implementation of the actions and services occurred as such: curricula and resources were purchased and distributed, training focused on these new resources and provided a context for teachers to work with student. Data analysis examined CELDT data as well as other measures on campus to develop intervention plans. In examining our resources we found gaps in our ability to provide leveled texts to allow for students to explore texts at their level and ability.

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

The data utilized only gives us a snapshot on a yearly basis. We will be looking to bolster our ability to track EL growth throughout the year. We plan on hand scoring the CELDT to get data quicker to then be able to provide additional support and intervention earlier.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In examining the amounts allocated there is a discrepancy because we found a need to provide more books for students to access and practice their reading fluency. As such we spent of time and money to ensure that we had enough engaging books for students to read. In addition, purchased math curriculum this year.

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.

Changing this goal from one focused on adequate yearly progress towards reclassification to one that speaks to one that increases CELDT levels by one year. We will use the CELDT data more effectively to measure our outcomes year over year. We will also look at the growth of ELs via the different assessment that we use to track their overall growth and ability.

Goal 2

Increased communication and participation in school events by all families.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities: [Add Local Priorities Here]

Annual Measureable Outcomes

Expected	Actual
More than 50% parents will participate in at least four school events including conferences, Kindergarten orientation, parent workshops or other instructional support session by the end of the school year.	About 65% of parents participated in at least four school events. As referenced by sign in sheets for every event.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Provide a Kindergarten orientation for parents of incoming students in order to present the school programs and expectations prior to the start of the school year. Provide snacks and professional translator. Provide two conferences each year with interpreter as needed. • Invite parents of students referred by teachers for intervention to participate and be trained in intervention strategies. Participants attend four sessions of three hours each. • Invite all parents to a workshop on Language Development Invite parents of students enrolled in summer school intervention program to attend a workshop on how to continue to help their child with English and Language Arts for the remainder of the summer. • Provide incentives such as materials and kits for use at home.	• Kindergarten orientation took place on May 23, 2018 to present student programs. Provided snacks and translator services. Two sessions AM and PM took place. • Monthly Coffee with the Principal have taken place throughout the school year. The topics ranged from supporting students through technology, parent services, social services et al. Coffee and cake provided. • Parent groups formed to support classroom activities (math triangles as well as sight words) as well as copying services and classroom preparation. Snacks/coffee Hosted Open House, Back to School Night, • Parent teacher conferences, and parent committee meetings (SSC, LCAP, and ELAC).	$4000 – snacks, copies, materials, tote bags, supplies $1000 - intervention strategies meeting $2500 – Workshop on supporting students over the summer break.	$5000 – translator services, snacks, copies, materials, tote bags and additional supplies.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Over the past year we have looked for ways to determine ways to keep parents involved school events at large. Kindergarten orientation was established last summer and helped to provide some familiarity with our site, our pedagogy, as well as the services that Para Los Niños provides to the community. This event, broken up into two sessions was well attended, over 75% of families that were invited attended. The method to which we got the number that we did was the following: Provided child care for anyone not school age, provided snacks and drinks, sent one calls (automated call messages) to remind parents about the date & time, also personal contact with individuals and families in the form of phone calls/texts/and emails.

As it relates to other meetings such as committee meetings and coffee with the principal followed more or less the same methods, save for child care. We provided a welcoming environment and we utilized our "one call communication system to encourage parents to attend. Though it should be mentioned that coffee with the principal was not attended this year as it did not begin right at the start of the school day (typically at 8am), this year they started at 8:30 am as the MPR had been utilized for Morning Breakfast for students. As it relates to committee meetings in particular, the core members of those groups were present for meetings at a 90% rate. These individuals received personal calls to remind them of meetings.

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

We feel that the methods used to keep parents engaged in participating at school events paid off, though there is still room to grow. Parents have voiced, as part of the annual parent survey, which indicated that they wanted more opportunities to learn and participate at school in a meaningful way. Last year, parents came together to help make manipulatives, word cards, and take home books. They also are seeking opportunities for personal growth which we can facilitate next year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The variances come from the inability to create small group support for intervention students in an effective manner. As such, the funds spend were used to provide snacks, translation services, copies, and materials during the Family Day. In future years we will engage parents during the school year and in Coffee with the Principal, we will engage parents to support student learning at home.

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.

Moving forward to the 2018-19 school year we will be following the same template as before. We will measure parent participation using new online tools to ensure that we can track how many of all of our parents are actually attending events. Instead of being a

percentage of all families attending we will be able to differentiate between involved parents and those that have not attended any events as those are the ones we want to get to come to events.

Goal 3

Have a school nurse on campus as many days as possible.

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities: [Add Local Priorities Here]

Annual Measureable Outcomes

Expected	Actual
Having a nurse onsite as many days as possible.	Nurse was on campus two times a week starting in September 2017.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Clean and stock the nurse's office with first aid supplied • Look for community resources to increase the amount of healthcare screenings for students and	• Nurse supports with healthcare wellness. • Provides community resources	$40,000 to district	$15,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
families (vision, dental, and health screenings)			

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Implementation of this goal was hampered by the inability of LAUSD to send us a nurse from the beginning of the year. As such we spent less than the amount budgeted in this area since we did not receive services. Looking for community resources did not incur a cost nor did providing materials for additional health screenings.

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

The effectiveness was limited by the unexpected lack enough nurse time on campus for much of the year. As such, limited nursing services were provided to students at large.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Less nursing service coverage netted a reduction in cost in this area.

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.

Will continue to budget the amount in the hopes that we can get a nurse from LAUSD for as many days as possible. Will fund the same amount of money to nursing supplies to keep the office stocked and ready for students. No cost will be set aside for searching for community resources.

Stakeholder Engagement

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?

Para Los Niños Gratts Primary Center created processes to gather input from stakeholders including representatives from all numerically significant Sub-groups, in order to develop the Local Control Accountability Plan. Specific stakeholder groups included:

• Parents

• Teachers and other staff members.

Throughout the 2017-2018 school year, school achievement data, including data for all subgroups, was reviewed and shared at Coffee with the Principal, LCAP, ELAC, and SSC meetings, and other parent meetings as well as teacher and staff meetings. An informational power point was made to discuss with parents at various meetings in both English and Spanish. Written information was also distributed to parents in both English and Spanish. Discussion groups took place at meetings in both English and Spanish to talk about the eight state priorities. Multiple Informational/input meetings were scheduled:

SSC	ELAC	LCAP/Cafecito
9/13/2017	9/12/2017	8/24/2017
10/18/2017	10/17/2017	9/21/2017
11/15/2017	11/14/2017	10/19/2017
1/24/2018	1/23/2018	11/16/2017
2/21/2018	2/20/2018	1/25/2018
3/21/2018	3/20/2018	2/22/2018
4/18/2018	4/17/2018	3/15/2018
5/18/2018	5/15/2018	4/19/2018
		5/24/2018

Impact on LCAP and Annual Update

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

The 8 State Priorities were described in detail to ensure the community was aware and understood the state's focus. An orientation/presentation was provided in English and Spanish to ensure the information reached our families. Through our public school choice meetings we developed goals and an implementation plan. The goals for our Public School Choice Review are reflected in the LCAP.

Coffee with the Principal meetings informed enhancing some of the LCAP goals. This year in particular we have taken steps towards increasing our communication with parents to really involve them in the process. Given that our organization is about empowering students and families we have started to engage them more by asking them what their needs are via a community needs assessment. As such we have expanded our parent center, making it more accessible to parents so that we can support them as well as equip them with the necessary tools to support their own children at home. Parents requested clearer communication from the school as a whole, better training for teachers, a more inclusive and robust teacher hiring process, and better opportunities for EL students with regard to exposure to technology.

During Leadership Team meetings teachers provided important curricular design suggestions for the following school year, which are also reflected in the LCAP (Implementation of ST Math & Reading A-Z, training in Project Based Learning and Readers and Writers Workshop). The leadership team also examined and suggested updates to curriculum in other areas of the program (math and phonics).

This year we made a concerted effort to bolster our ELAC, LCAP, and SSC meetings to include more parent voice and participation. We have met more regularly and ensured to engage parents and involve them more in the process of developing LCAP goals. As such, they have expanded our goals for the next school year to include training for teachers as well as parents in various important areas. As we move to the next school year we hope that this increased involvement from parents will net results in student achievement over the next few years.

During regular staff meetings we began laying the framework for a more rigorous assessment cycle. We examined baseline assessment and tracked student progress. As we move to the next school year 2017-18 we will look deeper and be more communicative with parents regarding student progress. This coupled with what we will put into place will allow for a more well-rounded approach to meeting student's individual needs.

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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 1

Increase the level of English Proficiency by one level as measured by the English Language Prof

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,7

Local Priorities: [List Local Priorities here]

Identified Need:

To have 100% of our students making yearly progress on the CELDT.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CELDT EXAM	Current student level 10%	50% of students increasing one level	60% of students increasing one level, 50% of students increasing two levels	100% of students increasing one level, 75% of students increasing two levels.

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:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

PLN GPC

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
$3,000 PD for training for teachers to administer the ELPAC.	$1,000 PD for training for teachers to administer the ELPAC.	$500 PD for training for teachers to administer the ELPAC.

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
$100,000 (Instructional Aides in each room to facilitate small group instruction & intervention)	$75,000 (Instructional Aides in each room to facilitate small group instruction & intervention)	$50,000 (Instructional Aides in each room to facilitate small group instruction & intervention)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$103,000	$76,000	$50,500
Source	LCFF	LCFF	LCFF
Budget Reference	2100 Instructional Aide Salaries	2100 Instructional Aide Salaries	2100 Instructional Aide Salaries

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 2

Increased communication and participation in school events by all families.

State and/or Local Priorities addressed by this goal:

State Priorities: 3,4,5,6,8

Local Priorities: [List Local Priorities here]

Identified Need:

Our school with thrive academically, based on research, with parent participation.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Sign in sheets, data tracking tools.	70% of families participating in school events.	75% of families participating in school events.	80% of families participating in school events	85% of families participating in school events

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:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Establish parent committees to work on specific school goals: safety, fund raising, events, etc. Parent Advocate will host parent workshops throughput the year to increase parent involvement in supporting students at home.	Establish parent committees to work on specific school goals: safety, fund raising, events, etc. Parent Advocate will host parent workshops throughput the year to increase parent involvement in supporting students at home.	Establish parent committees to work on specific school goals: safety, fund raising, events, etc. Parent Advocate will host parent workshops throughput the year to increase parent involvement in supporting students at home.
Increase the number of parent meeting held each year: Café de Padres, Parenting classes, etc.	Increase the number of parent meeting held each year: Café de Padres, Parenting classes, etc.	Increase the number of parent meeting held each year: Café de Padres, Parenting classes, etc.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1750 (food) $2000 (resources and materials)	$1750 (food) $2000 (resources and materials)	$1750 (food) $2000 (resources and materials)
Source	LCFF	LCFF	LCFF
Budget Reference	5841 Parent/Community Meeting Food 4300 Materials and Supplies	5841 Parent/Community Meeting Food 4300 Materials and Supplies	5841 Parent/Community Meeting Food 4300 Materials and Supplies

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 3

Have a school nurse on campus as many days as possible.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,6,8

Local Priorities: [List Local Priorities here]

Identified Need:

A school nurse with the sole responsibility of maintaining student health in order to increase attendance and safety.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Scheduled and present nurse	Two days a week	Two days a week	Three days a week	Three days a week

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:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

PLN GPC

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Look for community resources to increase the amount of healthcare screenings for students and families (vision, dental, and health screenings)	Use nurse services to support student learning with screening for vision, dental and health screenings	Continue using nurse services to support student learning with screening for vision, dental and health screenings

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$50,000 (nursing services)	$75,000 (nursing services)	$75,000 (nursing services)

Year	2017-18	2018-19	2019-20
	$2,000 (nursing supplies)	$2,000 (nursing supplies)	$2,000 (nursing supplies)
Source	LCFF	LCFF	LCFF
Budget Reference	5880 Student Health Services 4300 Materials and Supplies	5880 Student Health Services 4300 Materials and Supplies	5880 Student Health Services 4300 Materials and Supplies

(Select from New Goal, Modified Goal, or Unchanged Goal)

New

Goal 4

Increased training for teachers and parents in the areas of the Common Core, ELA, & ELD Standards.

State and/or Local Priorities addressed by this goal:

State Priorities: 2,3,4

Local Priorities: [List Local Priorities here]

Identified Need:

Teachers require more training to address student needs as demonstrated by DIBELS/IDEL, mClass: Math, and F & P data. Parents will be trained at some level to help them support student learning/growth at home.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase over time in DIBELS 50% of students at benchmark	Increase over time in DIBELS 50% of students at benchmark	Increase over time in DIBELS 50% of students at benchmark	Increase over time in DIBELS 50% of students at benchmark	Increase over time in DIBELS 50% of students at benchmark

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:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	PLN GPC

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	New	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide targeted, regular training to teachers through professional development days and to parents through coffee with the principal and other scheduled meetings.	Provide targeted, regular training to teachers through professional development days and to parents through coffee with the principal and other scheduled meetings.	Provide targeted, regular training to teachers through professional development days and to parents through coffee with the principal and other scheduled meetings.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,000 (Outside consultants) $5,000 (Stipends for Professional Development)	$10,000 (Outside consultants) $5,000 (Stipends for Professional Development)	$10,000 (Outside consultants) $5,000 (Stipends for Professional Development)
Source	LCFF	LCFF	LCFF
Budget Reference	5100 Professional and Consulting Services 1101 Teacher - Stipends	5100 Professional and Consulting Services 1101 Teacher - Stipends	5100 Professional and Consulting Services 1101 Teacher - Stipends

(Select from New Goal, Modified Goal, or Unchanged Goal)

New

Goal 5

Create a parent committee to address the areas of: student discipline, attendance, and school safety issues (Including translation services).

State and/or Local Priorities addressed by this goal:

State Priorities: 3,5

Local Priorities: [List Local Priorities here]

Identified Need:

Parent participation still remains low looking to bump up interest to participate via different ways.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Establishment of parent committee – attendance rosters, minutes	65% of committee members participating throughout the school year	Increase of 5% of benchmark	Increase of 5% of benchmark	Increase of 5% of benchmark

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:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

PLN GPC

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	New	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Work with the family coordinator to develop the committee, invite parents to participate, and support with meeting delivery.	Work with the family coordinator to develop the committee, invite parents to participate, and support with meeting delivery.	Work with the family coordinator to develop the committee, invite parents to participate, and support with meeting delivery.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$500 (materials and supplies)	$500 (materials and supplies)	$500 (materials and supplies)

Year	2017-18	2018-19	2019-20
	$500 (food and snacks)	$500 (food and snacks)	$500 (food and snacks)
Source	LCFF	LCFF	LCFF
Budget Reference	4300 Materials and Supplies 4750 Other Food	4300 Materials and Supplies 4750 Other Food	4300 Materials and Supplies 4750 Other Food

(Select from New Goal, Modified Goal, or Unchanged Goal)

New

Goal 6

Students will attend school at a rate of 98% over the next three years.

State and/or Local Priorities addressed by this goal:

State Priorities: 5

Local Priorities: [List Local Priorities here]

Identified Need:

Students only attending at a rate of about 94% ADA according to Illuminate. Need to increase this to maximize instructional time and also minimized budget impact.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Illuminate/ADA Checker	94% ADA per year	95% ADA per year	96% ADA per year	97% ADA per year

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:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	PLN GPC

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	New	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Improve attendance by 20%, improve communication with parents, have consistent meeting to keep with the SART process, keep procedures developed to check on students that are struggling with attendance, decrease the tardiness issues, incentivize families that do bring children early, have Case Manager drive workshops for parents.	Improve attendance by 30%, improve communication with parents, offer Saturday school to catch up with missed school, sustain the SART procedures for those parents with issues in bring students to school on time, Case Manager works families struggling, incentivize families and students alike.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1000 – Prizes and incentives $500 – Materials and Supplies $250 – Food incentives	$1000 – Prizes and incentives $500 – Materials and Supplies $250 – Food incentives	$1000 – Prizes and incentives $500 – Materials and Supplies $250 – Food incentives
Source	LCFF	LCFF	LCFF
Budget Reference	4300 Materials & Supplies 4720 Other food	4300 Materials & Supplies 4720 Other food	4300 Materials & Supplies 4720 Other food

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 7

Investment in technology to teach and prepare students for SBAC and 21st century skills (Keyboarding, assessment, computer literacy).

State and/or Local Priorities addressed by this goal:

State Priorities: 4,8 Local Priorities: [List Local Priorities here]

Identified Need:

Students need to be able to access technology in a way that is allows them to use it in the most effective way possible.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase in rates of usage and completion on ST Math and Raz Kids platforms	50% usage	75% completion rate	80% completion rate	85% completion rate

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

PLN GPC

OR

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	New	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Take inventory of current devices to determine the equipment needed to supplement the inventory.	Purchase devices needed in order to ensure all students have access to a device. Provide teacher training on technology infusion into the classroom and on student skill development.	Purchase additional equipment needed to ensure 100% of students have access to technology and tools. Continue to provide on-going teacher and staff training.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$50,000.00 (iPads & Otterbox cases) $2,000 (Technology training) $10,000 (stipend)	$20,000.00 (iPads & Otterbox cases) $1,000 (Technology training) $10,000 (stipend)	$10,000.00 (iPads & Otterbox cases) $1,000 (Technology training) $10,000 (stipend)
Source	LCFF	LCFF	LCFF
Budget Reference	4400 Noncapitalized Equipment 5100 Professional and Consulting Services 1101 Teacher - Stipends	4400 Noncapitalized Equipment 5100 Professional and Consulting Services 1101 Teacher - Stipends	4400 Noncapitalized Equipment 5100 Professional and Consulting Services 1101 Teacher - Stipends

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 8

Increase intervention and support resources to address needs as demonstrated by testing data in math, ela/eld, reading, and writing. Including increasing data assessment by teachers and parents to determine support structures. (Include resources, instructional coach, and intervention tools).

State and/or Local Priorities addressed by this goal:

State Priorities: 2,4,8

Local Priorities: [List Local Priorities here]

Identified Need:

Student scores on DIBELS/IDEL, mClass: Math, and F & P are not at 80% proficiency yet. Additional intervention and support resources are needed to address this.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase over time in mClass: Math	65% of students at benchmark	5% increase of students at benchmark	5% increase of students at benchmark	10% increase of students at benchmark
DIBELS				
IDEL				

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:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	PLN GPC

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide teacher and parent training on strategies and supports to leverage on behalf of students.	Provide teacher and parent training on strategies and supports to leverage on behalf of students.	Provide teacher and parent training on strategies and supports to leverage on behalf of students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$20,000 (literacy coach – stipend part time) $10,000 (supplemental intervention material) $2,000 (training)	$20,000 (literacy coach – stipend part time) $10,000 (supplemental intervention material) $2,000 (training)	$20,000 (literacy coach – stipend part time) $10,000 (supplemental intervention material) $2,000 (training)
Source	LCFF	LCFF	LCFF

Year	2017-18	2018-19	2019-20
Budget Reference	5100 Professional and Consulting Services 4300 Materials and Supplies 1101 Teacher - Stipends	5100 Professional and Consulting Services 4300 Materials and Supplies 1101 Teacher - Stipends	5100 Professional and Consulting Services 4300 Materials and Supplies 1101 Teacher - Stipends

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 833,568	34.64 %

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).

Certificated salaries and benefits, classified salaries and benefits, technology - district-wide network support lead staff, internet service, maintenance and operations costs, transportation costs, utilities, books and supplies, other services and operating costs (professional development contracts, equipment contract costs, maintenance, and repairs, auditor fees, legal costs, nursing service contracts, instructional program contracts, student information system, capital outlay, facilities and maintenance costs and maintenance), technology costs, approved textbooks and core curricula materials, books and other reference materials, materials and supplies, office supplies, non-capitalized equipment.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter 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; in addition, list the state and/or local priorities addressed by the planned goals. 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, enter 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, enter 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

List the state and/or local priorities addressed by the goal. 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 included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as 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 entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, 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 identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "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 entering "Specific Schools" and identifying 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 the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

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

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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 enter "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 entering "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:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" 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.

- Enter "Unchanged Action" 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.

  o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" 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 enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address

how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

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

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

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

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

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

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

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

State Priorities

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

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

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

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

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

    E. High school graduation rates;

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

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

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

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

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

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

(2) The total number of cohort members.

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

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

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

(2) The total number of cohort members.

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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