

LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name Plaza Elementary School District

Contact Name and Title Patrick Conklin
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2017-20 Plan Summary

THE STORY

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

Plaza Elementary is a small single school district located in Glenn County several miles from Orland, California. It is the oldest school in Glenn County established in 1865. It was originally named Placer School. However, soon after it was established a large group of settlers from Missouri came to the area and began to pronounce the name of the school in their accent and it has been pronounced Plaza ever since! The district is in a rural area of the county surrounded by farms and orchards. Plaza serves 200 students in grades kindergarten through eighth grade, all of which are single grades as of the 2015-16 school year.

Plaza School District is staffed by nine credentialed elementary teachers and a full time superintendent/principal. Glenn County Office of Education (GCOE) provides direct support to the district in special education, speech, psychologist and health services. GCOE also maintains a severe services program in a separate facility on campus. In addition to the credentialed staff there are four paraprofessionals, a business manager, office clerk, cafeteria manager, cafeteria aide, two part time after school aides, and one full time bus driver/custodian. Plaza shares an art instructor and a credentialed music teacher with two other districts.

Plaza students, parents and staff will strive for high quality student work within a safe, enriched environment, utilizing a wide variety of resources and strategies. To fulfill this vision, students and staff at Plaza Elementary will engage in and be committed to the learning process. Students will be afforded with the social, educational, and technical support necessary to enhance their academic experience. Students will have access to multiple resources to locate, evaluate, process, and then effectively communicate information. The Plaza staff is dedicated to the student's school life and will model for each and every one of them the way we work, teach and learn.

Plaza Elementary is determined that the united efforts of students, parents, staff and community will develop students who:

- Value themselves and others
- Pursue high academic achievement
- Come to school ready to learn
- Speak and write effectively
- Compute and problem solve both individually and in groups
- Value personal health and fitness
- Use information and technology resources

Plaza Elementary is dedicated to the ongoing utilization of all resources at our disposal in order to develop and successfully maintain the best possible learning environment for our children. Plaza Elementary is committed to the pursuit of strong, informed, insightful leadership in all areas as the foundation for a safe, effective school setting for students to acquire an understanding of their place in a real world context for learning; connections to a global learning environment and the ability to apply what they learn to benefit themselves and those living around them. Plaza Elementary is dedicated to the core principal that all students, given the appropriate guidance by teachers and parents will maximize their learning potential.

LCAP HIGHLIGHTS

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

Working closely with stakeholders throughout the district, including School Site Council, Student Government, Plaza Community Club, Teacher Meetings, etc., three goals have been identified for focus within the next three years.

Goal 1: Students in grades K-8 will increase academic achievement in all areas. 4 Actions/Services (pp.18)

Goal 2: Provide appropriately assigned and fully credentialed teachers with standards-aligned instructional materials in school facilities that are in good repair in order to fully implement academic content and performance standards in a broad course of study. 5 Actions/Services (pp. 24)

Goal 3: Provide a safe and welcoming climate for all stakeholders that includes parent input in decision making and promotes parent participation in student learning in order to improve school attendance rates. 3 Actions/Services (pp. 32)

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.

LEA Successes:

* This year 28% of our English Language Learners were reclassified as proficient in English language. Furthermore, 51% of our students met or exceeded ELA standards, while 53% met or exceeded math standards. This was an increase of 11% and 9% respectively, which led to the highest proficiency rate for both ELA and mathematics in the county.

GREATEST PROGRESS

Maintain or Build Upon Successes:

State reports and local measurements show growth in both English Language Arts and mathematics, as well as English Language proficiency for English Learners. Additionally, to maintain academic progress, the district will continue to employ highly qualified staff and provide all students with adequate instructional materials and resources.

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

Area Need Improvement:

Stakeholder input from parents, staff, and students indicated that updating and/or improving facilities a priority. Also, LCFF evaluation rubric shows English Learners declined -12.7 points in mathematics and low income learners decreased -4.4 points. Overall, 53% of all students met or exceeded math standards.

Steps to Address Needs:

To address the needs, tutoring will continue to be offered in the after school program that will target low income and English Learners. Also, the school wide intervention program will continue to address English language proficiency, which is necessary for Common Core State Standards in mathematics. Lastly, a maintenance plan will be completed to address facility needs.

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

LCFF Evaluation Rubric show a 12.7% decline in mathematics proficiency for Hispanic students and 4.4% for low income students. Steps to address this include analyzing grade level data to determine specific areas causing the decline in mathematics proficiency for English Learners and low income students. Students will be served through our school wide intervention program, after school program, and tutoring. The focus will primarily be English language development because the biggest challenge for many English learners is the amount of reading fluency and comprehension required to read and understand the math curriculum.

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.

Low-income students in 3rd - 5th grades who struggle in mathematics will be offered tutoring in the after school program for one hour per week. Summer school is offered to any low income student who isn't meeting local and state standards. Additionally, low income students are not charged the fee to attend the after school program if they are recommended by their teacher to attend the academic hour in order to receive homework help for low performing students.

English Learners were targeted to improve English language proficiency through our school wide intervention program in order to help improve performance on lengthy math problems that require reading proficiency and comprehension. Identified students receive intervention services that focus on English fluency. English learners, as well as low income students, in grades 3-5 who have are not meeting math standards are offered tutoring after school.

Plaza School does not have any foster youth students.

BUDGET SUMMARY

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$1,792,354.14

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

\$260,965.00

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

Not included in the LCAP is the cost of certificated and administration, as well as several classified aides. Custodial and cafeteria personnel and expenditures are not included. The annual payment for a lease to own agreement with the county office of education is not included.

\$1,631,569

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

Students in grades K-8 will increase academic achievement in all areas.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

A. 25% of English Learners will be at or proficient based on CELDT testing.
 B. 45% of students tested will be at or above proficient in English Language Arts based on state assessment.
 C. 45% of students tested will be at or above proficient in Math based on state assessment.

ACTUAL

A. 28% of English Learners were reclassified as proficient in English.
 B. 51% of students were at or above proficient in English Language Arts based on state assessment.
 C. 53% of students were at or above proficient in Math based on state assessment.

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
 A. 1. Educate all stakeholders on English Language Development standards and how to best implement them into daily lessons.
 2. Work with 3.75 hour aide to improve services for ELD students.

ACTUAL
 A. 1. Very little education was offered to stakeholders.
 2. Learning Center aides were trained in various research based fluency programs to better educate English Learners.

Expenditures

<p>3. Improve the after school program that will focus on improving academic performance through intervention, tutoring, and homework assistance.</p> <p>4. Hire the .8 FTE Education Specialist for an additional .2 FTE to work with low income and English Language Learners.</p>
<p>BUDGETED</p> <p>A1. Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental 1,500</p> <p>A1. Books and Supplies 4000-4999: Books And Supplies Supplemental 2,000</p> <p>A2. Teacher Aide Salary 2000-2999: Classified Personnel Salaries Title I 4,292</p> <p>A3. Afterschool Program 0000: Unrestricted After School Education and Safety (ASES) 22,000</p> <p>A4. Learning Center Salary 0000: Unrestricted Supplemental 20,000</p>

<p>3. After school program lead appointed to be liaison between classroom teachers and homework hour. After school program aides hired to lower the staff to student ratio during homework hour.</p> <p>4. Education Specialist chose not to work .2 FTE more per week. However, classified aides were scheduled push in and pull out support to work with identified students.</p>
<p>ESTIMATED ACTUAL</p> <p>A. 1. Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental 0</p> <p>A. 1. Books and Supplies 4000-4999: Books And Supplies Supplemental 0</p> <p>A2. Teacher Aide Salary 2000-2999: Classified Personnel Salaries Title I 11,100</p> <p>A3. Afterschool Program 1000-1999: Certificated Personnel Salaries After School Education and Safety (ASES) 1,048</p> <p>A3. Afterschool Program 2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) 57,265</p> <p>A3. Afterschool Program 4000-4999: Books And Supplies After School Education and Safety (ASES) 7,564</p> <p>A3. Afterschool Program 5000-5999: Services And Other Operating Expenditures After School Education and Safety (ASES) 125</p> <p>A4. Learning Center Salary 7000-7439: Other Outgo Supplemental 74,788</p>

Action

2

Actions/Services

<p>PLANNED</p> <p>B. 1. Continue to improve effectiveness of a school wide intervention model to target students who are not achieving proficiency in English Language Arts.</p> <p>2. Continue to work with 3.75 hour aide to improve services for targeted students.</p> <p>3. Continue to improve an after school program that will focus on improving academic performance through intervention, tutoring, and homework assistance.</p>
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<p>ACTUAL</p> <p>B. 1. Each trimester students were evaluated to determine appropriate placement into intervention programs. Classroom teachers, Learning Specialist, and administrator collaborated to identify additional students to be placed into specific research based intervention programs. Accelerated Reader was purchased, as well as research based phonics curriculum and Fiction/Non Fiction Paired.</p> <p>2. Learning Center aides were trained in various research based fluency programs to better educate English Learners.</p> <p>3. After school program lead appointed to be liaison between classroom teachers and homework hour. After school</p>
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	<p>4. Hire the .8 hour Education Specialist for an additional .2 hours to work with low income and English Language Learners.</p>	<p>program aides scheduled to lower the staff to student ratio during homework hour.</p> <p>4. Education Specialist chose not to work .2 hours more per week. However, classified aides were scheduled push in and pull out support to work with identified students.</p>
Expenditures	<p>BUDGETED</p> <p>B1. Accelerated Reader, Books and Supplies 4000-4999: Books And Supplies Supplemental 3,000</p> <p>B2. Teacher Aide Salary 2000-2999: Classified Personnel Salaries Title I 4,292</p> <p>B3. Afterschool Program 0000: Unrestricted After School Education and Safety (ASES) 22,000</p> <p>B4. Learning Center Salary 0000: Unrestricted Supplemental 20,000</p>	<p>ESTIMATED ACTUAL</p> <p>B1. Accelerated Reader, Books and Supplies 5000-5999: Services And Other Operating Expenditures Lottery 2,730</p> <p>B1. Accelerated Reader, Books and Supplies 4000-4999: Books And Supplies Base 2,784</p> <p>B3. After School Program</p> <p>B2. Teacher Aide Salary</p> <p>B4. Learning Center Salary</p>

Action **3**

Actions/Services	<p>PLANNED</p> <p>C. 1. Continue to improve a school wide intervention model to target students who are not achieving proficiency in Mathematics.</p> <p>2. Continue to work with 3.75 hour aide to improve services for targeted students.</p> <p>3. Continue to improve an after school program that will focus on improving academic performance through intervention, tutoring, and homework assistance.</p> <p>4. Hire the .8 hour Education Specialist for an additional .2 hours to work with low income and English Language Learners.</p>	<p>ACTUAL</p> <p>C. 1. Splash Math was purchased for K-5 students. Reflex Math was purchased for identified students. Additional CPM and Go Math curriculum was purchased to ensure every student had access to curriculum.</p> <p>2. Learning Center aides offer push in and pull out support to identified students.</p> <p>3. After school program lead appointed to be liaison between classroom teachers and homework hour. Math tutoring offered to identified students. After school program aides hired to lower the staff to student ratio during homework hour.</p> <p>4. Education Specialist chose not to work .2 hours more per week. However, classified aides were scheduled push in and pull out support to work with identified students.</p>
Expenditures	<p>BUDGETED</p> <p>C1. Go Math, Reflex Math, Splash Math and CPM 4000-4999: Books And Supplies Supplemental 5,000</p> <p>C2. Teacher Aide Salary 2000-2999: Classified Personnel Salaries Title I 4,292</p>	<p>ESTIMATED ACTUAL</p> <p>C1. Go Math, Reflex Math, Splash Math and CPM 4000-4999: Books And Supplies Base 1,954</p> <p>C2. Teacher Aide Salary</p>

C3. Afterschool Program 0000: Unrestricted After School Education and Safety (ASES) 22,000
C4. Learning Center Salary 0000: Unrestricted Supplemental 20,000

C3. Afterschool Program 1000-1999: Certificated Personnel Salaries After School Education and Safety (ASES) 1,050
C4. Learning Center Salary

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.

Student academic achievement in English Language Arts and Mathematics increased significantly based on state assessment data due to additional instructional aide support for targeted students, an after school program that focused on academic support, and a school wide intervention program that leveled students based on reading level.

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

100% of all students were promoted to the next grade level. Also, ELA and mathematics proficiency for students in grades 3-8th increased 9% and 11% respectively and are the highest rate in Glenn County. This was a result of professional development for teachers and aides that focused on intervention strategies. Additionally, the after school program's primary emphasis was to offer homework assistance for all students during academic hour, as well as tutoring opportunities for targeted students in 3-5th grade.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between budgeted and estimated actual expenditures:

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

For the 2017-18 LCAP, the Education Specialist will only work .8 hours because she chooses not to work full time. There was little or no effort made towards educating stakeholders on English Language Development standards. Therefore next year we will focus more on how to implement this action.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 2

Provide appropriately assigned and fully credentialed teachers with standards-aligned instructional materials in school facilities that are in good repair in order to fully implement academic content and performance standards in a broad course of study.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- A. 100% of all instructional staff are highly qualified.
- B. 100% of all students have access to standards-aligned instructional materials.
- C. Replace 25% of outdated or ineffective technology.
- D. Maintain zero Williams' facilities complaints.
- E. 100% of PE standards are taught, as well as to increase the number of performing arts courses for all students.

ACTUAL

- A. 100% of all instructional staff were highly qualified.
- B. 100 % of all students had access to standards-aligned instructional materials.
- C. Replaced 100% outdated or ineffective technology.
- D. Maintained zero Williams' facilities complaints.
- E. Unknown % of PE standards are taught, and no increase in the number of performing arts courses for all students.

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

A. 1. Offer professional development opportunities for all instructional staff, including BTSA for new teachers, county and state CCSS training, and any other available PD.

ACTUAL

A. 1. Staff members participated in grade level professional development, including training offered through the county office of education. Training included a two day Google Summit on September 17-18th, 2016, a county wide workshop on September 19th, 2016, and several other

2. Schedule minimum student days into the school calendar for staff development, specifically to improve instruction in English Language Arts.

BUDGETED
 A1. Professional Development and BTSA 5000-5999: Services And Other Operating Expenditures Title II 5,000
 A2. Minimum day Afterschool Program supervision 0000: Unrestricted After School Education and Safety (ASES) 1,150

training that focused on curriculum development and Common Core State Standards. Two teachers participated in BTSA programs all year, one of which completed the two year program while the other completed year one.

2. 5 minimum days were built into the calendar for professional development that focused on English Language Arts.

ESTIMATED ACTUAL
 A1. Professional Development and BTSA 5000-5999: Services And Other Operating Expenditures Title II 5,829
 A1. Professional Development and BTSA 5000-5999: Services And Other Operating Expenditures After School Education and Safety (ASES) 35
 A2. Minimum day Afterschool Program supervision 2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) 1,014

Expenditures

Action **2**

Actions/Services

PLANNED
 B. 1. Purchase enough instructional materials for all students.
 2. Ensure a classroom set of computers/Chrome books for grades 2-8
 3. Ensure enough iPads for centers in grades K-1.

ACTUAL
 B. 1. Additional curriculum was purchased to ensure 100% of the students had access to grade level texts.
 2. 87 new Chromebooks were purchased for grades 2-8 during the 2015-16 school year.
 3. No addition iPads were purchased.

Expenditures

BUDGETED
 B1. Textbooks and Supplies 4000-4999: Books And Supplies Supplemental 1,500
 B2. Computers/Chrome Books 4000-4999: Books And Supplies Supplemental 1,000
 B3. Ipads 4000-4999: Books And Supplies Supplemental 1,000

ESTIMATED ACTUAL
 B1. Textbooks and Supplies 4000-4999: Books And Supplies Supplemental 887
 B2. Computers/Chrome Books 4000-4999: Books And Supplies Title IV 11,841.24
 B2. Computers/Chrome Books 4000-4999: Books And Supplies Other 10,000
 B3. Ipads 4000-4999: Books And Supplies Supplemental 0

Action **3**

Actions/Services

PLANNED

ACTUAL

Expenditures	<p>C. 1. Create a technology replacement plan that includes a budget to replace outdated and ineffective technology.</p> <p>BUDGETED C1. Update and Replace ineffective technology 4000-4999: Books And Supplies Supplemental 5,000</p>	<p>C. 1. A plan to replace outdated and ineffective technology each year was initiated, but not completed.</p> <p>ESTIMATED ACTUAL C1. Update and Replace ineffective technology 4000-4999: Books And Supplies Supplemental 5,000</p>
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Action **4**

Actions/Services	<p>PLANNED D. 1. Create a maintenance plan to monitor and improve conditions of learning.</p> <p>2. Offer additional hours to current staff to conduct custodial duties.</p>	<p>ACTUAL D. 1. A maintenance plan was initiated but not completed.</p> <p>2. Additional hours were given to a staff member to conduct custodial duties.</p>
Expenditures	<p>BUDGETED D1. No expenditures required with this action \$0 D2. Additional staffing hours 2000-2999: Classified Personnel Salaries Base 5,250</p>	<p>ESTIMATED ACTUAL D1. No expenditures required with this action 0 D2. Additional staffing hours 2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) 550</p>

Action **5**

Actions/Services	<p>PLANNED E. 1. Maintain a classroom music program for K-6 and band and/or music for 4-8.</p> <p>2. Encourage classroom teachers with resources to ensure a rich PE program that encompasses all PE standards.</p>	<p>ACTUAL E. 1. Classroom music, and chorus and band, was offered for students.</p> <p>2. PE supplies and resources were purchased.</p>
Expenditures	<p>BUDGETED E1. Music/Band Teacher 1000-1999: Certificated Personnel Salaries Base 23,000 E1. Music/Band Supplies 4000-4999: Books And Supplies Base 2,750 E2. P.E. Supplies 4000-4999: Books And Supplies Base 600</p>	<p>ESTIMATED ACTUAL E1. Music/Band Teacher 7000-7439: Other Outgo Base 25,488 E1. Music/Band Supplies 4000-4999: Books And Supplies Base 1,816 E2. P.E. Supplies 4000-4999: Books And Supplies Base 449</p>

ANALYSIS

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

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

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

Plaza continues to have highly qualified staff that utilizes standards-aligned instructional materials and technology to offer a broad course of study. Furthermore, Plaza facilities were clean, safe, and in good repair.

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

Minimum days were built into the calendar for school wide professional development. Also, teachers were supported, and at times encouraged, to find other professional development opportunities. Classroom music continued to be well received by K-6 students and the school band and chorus membership grew. A maintenance plan was initiated, but not completed this year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The only material difference pertains to B.2. Title IV money was used to purchase 87 new chromebooks for 2-8th grades. This was not in the original LCAP and/or budget.

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

Changes for next years actions/services include hiring one full time temporary teacher and one .2 teacher to replace teachers who will be retiring after next school year. The purpose for these positions is to give new educators time to become familiar with the Plaza culture, as well as to work with our most veteran teachers before taking over a classroom.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 3

Provide a safe and welcoming climate for all stakeholders that includes parent input in decision making and promotes parent participation in student learning in order to improve school attendance rates.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

A. Increase the number of parent surveys returned by 10%
 B. Increase the % of parent participation in school activities for all students by 10%.
 C. Student attendance rates will increase from 96% to 97%.
 D. Maintain current suspension rate, expulsion rate, and middle school dropout rate.

ACTUAL

A. Increased the number of parent surveys returned by 6% to 50% for English and 50% Spanish
 B. Data was not collected.
 C. Student attendance rates increased from 96.64% to 96.8%.
 D. 1 suspension, and no expulsions or dropout

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
 A. Continue annual survey to determine overall positive feelings for students, parents, and staff members.

ACTUAL
 A. Two survey's were offered; one pertaining to our cafeteria program and one focusing on the eight state priorities. Compared to last year, there was a 6% increase in return rate.

Expenditures	BUDGETED No expenditures required \$0	ESTIMATED ACTUAL No expenditures required 5000-5999: Services And Other Operating Expenditures Base 18
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Action **2**

Actions/Services	PLANNED B. Continue to compile data to determine how many parents participate in some portion of their child's school experience to identify which, if any, subgroups that have low participation.	ACTUAL B. No data was compiled
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Expenditures	BUDGETED No expenditures required \$0	ESTIMATED ACTUAL No expenditures required 0
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Action **3**

Actions/Services	PLANNED C. Continue to inform and motivate parents and students on the effects absenteeism has on student achievement in order to reduce absenteeism.	ACTUAL C. Parents were informed through monthly newsletters. Furthermore, parents were contacted when chronic absenteeism occurred.
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Expenditures	BUDGETED No expenditures required \$0	ESTIMATED ACTUAL No expenditures required 5000-5999: Services And Other Operating Expenditures Base 194
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Action **4**

Actions/Services	PLANNED D. Continue to maintain current suspension rate, expulsion rate, and middle school dropout rate.	ACTUAL D. One student was suspended, and none were expelled or dropped out.
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Expenditures	BUDGETED No expenditures required	ESTIMATED ACTUAL No expenditures required
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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.

Once again surveys were sent home to all families in order to gain feedback on our food services program, as well as overall implementation of the LCAP priorities. Although community member participation data was not collected, Plaza classrooms continued to receive a great deal of support from community members that included parents, grandparents, board members, former members of the Plaza School community. Also, no students dropped out of middle school last year. Our attendance rate continued to increase towards 97%.

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

The two surveys helped identify areas where we can improve, including yard duty supervision and activities for kids during recess. Also, parent communication emphasized the how important it is for students to attend school every day, on time.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between budgeted and estimated actual expenditures:

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

Although there are no changes to the 2017-18 goal, it is clear that a baseline of parent participation in school activities needs to be determined in order to increase the level of support.

Stakeholder Engagement

LCAP Year

 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Because of the small size of Plaza Elementary the School Site Council (SSC) serves as the parent/teacher group most involved in the planning and accountability of the LCAP. SSC includes certificated, classified, administration, and parents. The School Advisory Council representing Title I parents formally voted to have the SSC represent their interests. The number of English Learners is small. An English Learner stakeholder is also part of the School Advisory Council. Input from all stakeholders, including certificated and classified staff, parents, students, and administrators, is used in the SSC in its planning and evaluation process. All recommendations made by SSC is included in the LCAP development, then brought to the Plaza School Board for formal approval.

The SSC has discussed the LCAP at all three meetings held 10/27/16, 1/26/17, and 4/27/17. Also, progress towards goals have been discussed during every regularly scheduled Plaza School Board meeting that occurred 8/18/16, 9/15/16, 10/20/16, 12/8/16, 1/19/17, 2/16/17, 3/16/17, 4/27/17, 6/8/17, and 6/22/17. Additionally, LCAP goals have been discussed in monthly staff meetings, which occurred 8/10/16, 9/14/16, 10/26/16, 11/30/16, 1/25/17, 3/8/17, and 4/5/17.

Board meeting, staff meetings, and SSC discussions revolved around this year's goals. A variety of grade appropriate assessments were presented for evaluation and planning. These include unit and chapter test information derived from the state approved textbook series. "California Treasures" assessments in English/language arts, RESULTS assessments in grades K-6, Accelerated Reader and Reflex assessments, fluency and comprehension tests and assessments. A great deal of discussion pertained to increasing the proficiency rate for English Language Arts.

Input from all stakeholders is obtained by a variety of means including letters, discussions between teachers and parents, postings on the Plaza web page and written communications from the administrator to all parents. The School Site Council meetings are open to the public. The agenda for each meeting is posted prior to the meeting. A LCAP survey, as well as a cafeteria survey, were sent out via the monthly newsletter that focused on the state priorities. 50% of the surveys in English were returned and 50% Spanish only families returned the Spanish version.

Input from students is gathered informally through regular interaction in the classroom, as well as outside. Students are given opportunities to discuss conditions of learning and student achievement with certificated, classified, and administration.

2016-17 Involvement Process

In SSC meetings, the group reviewed and discussed LCAP goals on 10/27/16, 1/26/17, and 4/27/17. In the first two meetings the group, which included Student Advisory Committee, English Language Learners, certificated, and classified employees, discussed the 2016/17 and 2017/18 LCAP goals and reviewed the actions taken to achieve the goals. Furthermore, members were presented with student assessment data, including CELDT scores, SBA scores, and classroom assessments. In the last meeting we discussed the LCAP survey sent out to all stakeholders and whether any changes were needed to be made to the LCAP goals.

Staff reviewed and discussed goals in staff meetings held on 8/08/16, 9/06/16, 10/11/16, 11/08/16, 12/06/16, 1/25/17, 3/08/17, and 4/05/17. Throughout these meetings, staff discussed ways to increase student achievement, improve stakeholder engagement, and determined what conditions of facilities and the environment for student learning need to be addressed in a maintenance and facility plan.

LCAP goals were discussed in regularly scheduled monthly board meetings held 8/18/16, 9/15/16, 10/20/16, 12/8/16, 1/19/17, 2/16/17, 3/16/17, 4/27/17, 6/8/17, and 6/22/17. Any agenda item pertaining to the LCAP goals or state priorities was grouped under one LCAP discussion. Board members and members of the public were updated on actions written into the LCAP and how those actions did, or did not, lead to achieving one or more of our LCAP goals. Additionally, survey results were discussed in the April meeting.

Student Government for students in 4th-8th grade meets the first Wednesday of each month. Student Government offered suggestions and recommendations for school improvements and student recognition.

IMPACT ON LCAP AND ANNUAL UPDATE

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

As a result of the review of academic data and discussions with staff and other stakeholders several changes are planned for 2017-18. Several important areas for improvement were identified through the LCAP survey, parent discussions, and SSC meetings. Focus on the Common Core State Standards that have resulted in new teaching techniques and assessment, as well as the new math curriculum will continue through professional development. Also, even though LCAP goals were discussed in each SSC meeting, oftentimes very few members showed up. In fact, it was very difficult to get enough members to fill vacancies on the council, most likely due to the fact that there is a low percentage of residence who actually live within district boundaries. Most families live outside district boundaries, therefore are inter-district transfers. Additionally, there are still a low percentage of Spanish speaking families involved in the process even though most things sent home were translated in Spanish.

Impact on 2017-18 LCAP

The information gathered from the LCAP survey, coupled with input from staff meetings, board meetings, and SSC meetings, has identified important needs to address for a diverse group of stakeholders, especially finding better ways to engage English Learners and their families. Additionally, data from the survey indicates that although we have done a better job supervising students during recess times, there are still concerns about the timeliness and attentiveness of the supervision. Furthermore, parents continue to struggle with Common Core Standards even though they were implemented four years ago. Lastly, although we implemented various innovative ways to better communicate with parents through things like Remind 101, SimplyCircle, and a school wide notification system, some families still indicate they have difficulty receiving communication from the school. Also, administering two surveys were useful in gathering information from some students in the upper grades.

Lastly, results from Smarter Balanced Assessment show that we need to rethink our focus on improving academic achievement. Prior to the results, our focus was on improving achievement in mathematics. However, the data indicates that we need to shift to English Language Arts. Although our overall SBA scores were above the county and statewide results, our ELA scores were slightly lower than mathematics.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 1

Students in grades K-8 will increase academic achievement in all areas.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

- A. Increasing the percentage of English Learners achieving English proficiency.
- B. Increase the percentage of pupils achieving at or above proficiency in English Language Arts.
- C. Increase the percentage of pupils achieving at or above proficiency in Math.
- D. All students promoted to the next grade level.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 4: State Indicator/Academic Indicator/Reclassification rates	A. 28% English Learners Reclassified	A. 25% of English Learners will be at or proficient based on CELDT testing.	A. 25% of English Learners will be at or proficient based on CELDT testing.	A. 25% of English Learners will be at or proficient based on CELDT testing.
Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results	B. 51% of all 3-8 students were proficient.	B. 53% of students tested will be at or above proficient in English Language Arts based on state assessment.	B. 55% of students tested will be at or above proficient in English Language Arts based on state assessment.	B. 58% of students tested will be at or above proficient in English Language Arts based on state assessment.
Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results	C. 53% of all 3-8 students were proficient.	C. 55% of students tested will be at or above proficient in Math based on state assessment.	C. 57% of students tested will be at or above proficient in Math based on state assessment.	C. 59% of students tested will be at or above proficient in Math based on state assessment.
Priority 8: Local Metric/Other student outcomes (Reach Higher Shasta K-3 reading, Reach Higher Shasta K-2 math,	D. 100% of all students were promoted.	D. 100% of all students promoted.	D. 100% of all students promoted.	D. 100% of all students promoted.

iReady, local benchmarks, PSAT 8-9, SBAC interims, STAR reading assessment, DIBELS Plus, etc.)				
Priority 2: Local Indicator/Implementation of State Standards/ELD	A. 100% ELD Standards taught			
Priority 4: State Indicator/Academic Indicator/CELDT proficiency rates	A. 100% EL increasing proficiency			

PLANNED ACTIONS / SERVICES

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

Action 1

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

Students to be Served All Students with Disabilities

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

A. 1. Educate all stakeholders on English Language Development standards and how to best implement them into daily lessons.

2. Continue to work with 3.75 hour aide to improve services for ELD students.

3. Monitor the after school program that will focus on improving academic performance through intervention, tutoring, and homework assistance.

4. Continue .8 Learning Specialist to work with low income and English Language Learners.

A. 1. Continue to education of all stakeholders on English Language Development standards and how to best implement them into daily lessons.

2. Continue to work with 3.75 hour aide to improve services for ELD students.

3. Monitor the after school program that will focus on improving academic performance through intervention, tutoring, and homework assistance.

4. Continue .8 Learning Specialist to work with low income and English Language Learners.

A. 1. Monitor the education of all stakeholders on English Language Development standards and how to best implement them into daily lessons.

2. Continue to work with 3.75 hour aide to improve services for ELD students.

3. Monitor the after school program that will focus on improving academic performance through intervention, tutoring, and homework assistance.

4. Continue .8 Learning Specialist to work with low income and English Language Learners.

BUDGETED EXPENDITURES

2017-18

Amount	1,500
Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures A1. Professional Development
Amount	13,711
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries A2. Teacher Aide Salary
Amount	1,890
Source	After School Education and Safety (ASES)
Budget Reference	1000-1999: Certificated Personnel Salaries A3. Afterschool program
Amount	57,912
Source	After School Education and Safety (ASES)
Budget Reference	2000-2999: Classified Personnel Salaries

2018-19

Amount	1,500
Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures A1. Professional Development
Amount	13,978
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries A2. Teacher Aide Salary
Amount	1,890
Source	After School Education and Safety (ASES)
Budget Reference	1000-1999: Certificated Personnel Salaries A3. Afterschool program
Amount	59,109
Source	After School Education and Safety (ASES)
Budget Reference	2000-2999: Classified Personnel Salaries A3. Afterschool program

2019-20

Amount	1,500
Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures A1. Professional Development
Amount	14,273
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries A2. Teacher Aide Salary
Amount	1,890
Source	After School Education and Safety (ASES)
Budget Reference	1000-1999: Certificated Personnel Salaries A3. Afterschool program
Amount	61,333
Source	After School Education and Safety (ASES)
Budget Reference	2000-2999: Classified Personnel Salaries A3. Afterschool program

	A3. Afterschool program				
Amount	8,400	Amount	8,400	Amount	8,400
Source	After School Education and Safety (ASES)	Source	After School Education and Safety (ASES)	Source	After School Education and Safety (ASES)
Budget Reference	4000-4999: Books And Supplies A3. Afterschool program	Budget Reference	4000-4999: Books And Supplies A3. Afterschool program	Budget Reference	4000-4999: Books And Supplies A3. Afterschool program
Amount	296	Amount	296	Amount	296
Source	After School Education and Safety (ASES)	Source	After School Education and Safety (ASES)	Source	After School Education and Safety (ASES)
Budget Reference	5000-5999: Services And Other Operating Expenditures A3. Afterschool program	Budget Reference	5000-5999: Services And Other Operating Expenditures A3. Afterschool program	Budget Reference	5000-5999: Services And Other Operating Expenditures A3. Afterschool program
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	7000-7439: Other Outgo A4. Learning Center Salary	Budget Reference	7000-7439: Other Outgo A4. Learning Center Salary	Budget Reference	7000-7439: Other Outgo A4. Learning Center Salary

Action **2**

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

[Students to be Served](#) All Students with Disabilities

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

OR

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

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

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

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

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

- B. 1. Monitor the effectiveness of a school wide intervention model to target students who are not achieving proficiency in English Language Arts.
- 2. Continue to work with 3.75 hour aide to improve services for targeted students.
- 3. Monitor the after school program that will focus on improving academic performance through intervention, tutoring, and homework assistance.
- 4. Continue .8 Learning Specialist to work with low income and English Language Learners.

2018-19

New Modified Unchanged

- B. 1. Monitor the effectiveness of a school wide intervention model to target students who are not achieving proficiency in English Language Arts.
- 2. Continue to work with 3.75 hour aide to improve services for targeted students.
- 3. Monitor the after school program that will focus on improving academic performance through intervention, tutoring, and homework assistance.
- 4. Continue .8 Learning Specialist to work with low income and English Language Learners.

2019-20

New Modified Unchanged

- B. 1. Monitor the effectiveness of a school wide intervention model to target students who are not achieving proficiency in English Language Arts.
- 2. Continue to work with 3.75 hour aide to improve services for targeted students.
- 3. Monitor the after school program that will focus on improving academic performance through intervention, tutoring, and homework assistance.
- 4. Continue .8 Learning Specialist to work with low income and English Language Learners.

BUDGETED EXPENDITURES

2017-18

Amount	5,500
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies B1. Accelerated Reader, Books and Supplies
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries B2. Teacher Aide Salary
Source	After School Education and Safety (ASES)
Budget Reference	B3. Afterschool Program
Source	Supplemental
Budget Reference	B4. Learning Center Salary

2018-19

Amount	5,500
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies B1. Accelerated Reader, Books and Supplies
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries B2. Teacher Aide Salary
Source	After School Education and Safety (ASES)
Budget Reference	B3. Afterschool Program
Source	Supplemental
Budget Reference	B4. Learning Center Salary

2019-20

Amount	5,500
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies B1. Accelerated Reader, Books and Supplies
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries B2. Teacher Aide Salary
Source	After School Education and Safety (ASES)
Budget Reference	B3. Afterschool Program
Source	Supplemental
Budget Reference	B4. Learning Center Salary

Action **3**

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

Students to be Served All Students with Disabilities

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

- C. 1. Monitor the effectiveness of a school wide intervention model to target students who are not achieving proficiency in Mathematics.
- 2. Continue to work with 3.75 hour aide to improve services for targeted students.
- 3. Monitor the after school program that will focus on improving academic performance through intervention, tutoring, and homework assistance.
- 4. Continue .8 Learning Specialist to work with low income and English Language Learners.

2018-19

New Modified Unchanged

- C. 1. Monitor the effectiveness of a school wide intervention model to target students who are not achieving proficiency in Mathematics.
- 2. Continue to work with 3.75 hour aide to improve services for targeted students.
- 3. Monitor the after school program that will focus on improving academic performance through intervention, tutoring, and homework assistance.
- 4. Continue .8 Learning Specialist to work with low income and English Language Learners.

2019-20

New Modified Unchanged

- C. 1. Monitor the effectiveness of a school wide intervention model to target students who are not achieving proficiency in Mathematics.
- 2. Continue to work with 3.75 hour aide to improve services for targeted students.
- 3. Monitor the after school program that will focus on improving academic performance through intervention, tutoring, and homework assistance.
- 4. Continue .8 Learning Specialist to work with low income and English Language Learners.

BUDGETED EXPENDITURES

2017-18

Amount 5,000

2018-19

Amount 5,000

2019-20

Amount 5,000

Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	4000-4999: Books And Supplies C1. Go Math, Reflex Math, Splash Math and CPM	Budget Reference	4000-4999: Books And Supplies C1. Go Math, Reflex Math, Splash Math and CPM	Budget Reference	4000-4999: Books And Supplies C1. Go Math, Reflex Math, Splash Math and CPM
Source	Title I	Source	Title I	Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries C2. Teacher Aide Salary	Budget Reference	2000-2999: Classified Personnel Salaries C2. Teacher Aide Salary	Budget Reference	2000-2999: Classified Personnel Salaries C2. Teacher Aide Salary
Source	After School Education and Safety (ASES)	Source	After School Education and Safety (ASES)	Source	After School Education and Safety (ASES)
Budget Reference	C3. Afterschool Program	Budget Reference	C3. Afterschool Program	Budget Reference	C3. Afterschool Program
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	C4. Learning Center Salary	Budget Reference	C4. Learning Center Salary	Budget Reference	C4. Learning Center Salary

Action **4**

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

[Students to be Served](#) All Students with Disabilities

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

D. 1. Continue to offer a rich academic experience to all students.

BUDGETED EXPENDITURES

2017-18

New Modified Unchanged

D. 1. Continue to offer a rich academic experience to all students.

2018-19

New Modified Unchanged

D. 1. Continue to offer a rich academic experience to all students.

2019-20

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 2

Provide appropriately assigned and fully credentialed teachers with standards-aligned instructional materials in school facilities that are in good repair in order to fully implement academic content and performance standards in a broad course of study.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

- A. All students taught by highly qualified staff.
- B. Provide all students with standards-aligned instructional materials.
- C. Purchase enough appropriate grade level technology for all students.
- D. Ensure maintenance, grounds, and facilities are safe, clean, and appropriately equipped.
- E. Offer a broad course of study, including standards based Physical Education and Performing Arts.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: Local Indicator/Teacher credential	A. 100%	A. 100% of all instructional staff are highly qualified.	A. 100% of all instructional staff are highly qualified.	A. 100% of all instructional staff are highly qualified.
Priority 1: Local Indicator/ Instructional materials	B. 100%	B. 100% of all students have access to standards-aligned instructional materials.	B. 100% of all students have access to standards-aligned instructional materials.	B. 100% of all students have access to standards-aligned instructional materials.
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	C. 100%	C. Replace 25% of outdated or ineffective technology.	C. Replace 25% of outdated or ineffective technology.	C. Replace 25% of outdated or ineffective technology.
Priority 1: Local Indicator/ Facilities in good repair	D. 0 complaints reported	D. Maintain zero Williams' facilities complaints.	D. Maintain zero Williams' facilities complaints.	D. Maintain zero Williams' facilities complaints.
Priority 7: Local Metric/A broad course of study	E. 100% K-8 Art and Music	E. Performing arts courses are offered for 100% of students.	E. Performing arts courses are offered for 100% of students.	E. Performing arts courses are offered for 100% of students.

PLANNED ACTIONS / SERVICES

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

Action 1

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

A. 1. Continue to offer professional development opportunities for all instructional staff, including BTSA for new teachers, county and state CCSS training, and any other available PD.

2. Schedule minimum student days into the school calendar for staff development that will improve instruction in English Language Arts and mathematics through grade level collaboration.

3. Hire a temporary TK-K classroom teacher to be mentored by a retiring Kindergarten teacher and a

2018-19

New Modified Unchanged

A. 1. Continue to offer professional development opportunities for all instructional staff, including BTSA for new teachers, county and state CCSS training, and any other available PD.

2. Schedule minimum student days into the school calendar for staff development that will improve instruction in English Language Arts and mathematics through grade level collaboration.

3. Hire a temporary .42 2nd grade teacher to be mentored by a .62 2nd grade teacher.

2019-20

New Modified Unchanged

A. 1. Continue to offer professional development opportunities for all instructional staff, including BTSA for new teachers, county and state CCSS training, and any other available PD.

2. Schedule minimum student days into the school calendar for staff development that will improve instruction in English Language Arts and mathematics through grade level collaboration.

temporary .22 2nd grade teacher to be mentored by a .82 2nd grade teacher.

BUDGETED EXPENDITURES

2017-18

Amount 12,000

Source Supplemental

Budget Reference 5000-5999: Services And Other Operating Expenditures
A1. Professional Development

Amount 1,200

Source After School Education and Safety (ASES)

Budget Reference 2000-2999: Classified Personnel Salaries
A2. Minimum day Afterschool Program supervision

Amount 48,598

Source Base

Budget Reference 1000-1999: Certificated Personnel Salaries
A.3 .6 FTE TK and .22 FTE 2nd Grade Teacher

Amount 26,683

Source After School Education and Safety (ASES)

Budget Reference 1000-1999: Certificated Personnel Salaries
.4 FTE TK/K After School Program

2018-19

Amount 8,200

Source Supplemental

Budget Reference 5000-5999: Services And Other Operating Expenditures
A1. Professional Development

Amount 1,650

Source After School Education and Safety (ASES)

Budget Reference 2000-2999: Classified Personnel Salaries
A2. Minimum day Afterschool Program supervision

Amount 27,711

Source Base

Budget Reference 1000-1999: Certificated Personnel Salaries
A.3 .42 FTE 2nd Grade Teacher

Amount

Source

Budget Reference

2019-20

Amount 1,500

Source Supplemental

Budget Reference 5000-5999: Services And Other Operating Expenditures
A1. Professional Development

Amount 2,000

Source After School Education and Safety (ASES)

Budget Reference 2000-2999: Classified Personnel Salaries
A2. Minimum day Afterschool Program supervision

Amount

Source

Budget Reference

Amount

Source

Budget Reference

Action **2**

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

[Students to be Served](#)

All

Students with Disabilities

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

- B. 1. Ensure there is enough instructional materials for all students.
- 2. Ensure a classroom set of computers/Chrome books for grades 2-8.
- 3. Ensure enough Chromebooks for centers in grades K-1.
- 4. Review, select, and purchase science curriculum.

2018-19

New Modified Unchanged

- B. 1. Ensure there is enough instructional materials for all students.
- 2. Ensure a classroom set of computers/Chrome books for grades 2-8.
- 3. Ensure enough Chromebooks for centers in grades K-1.
- 4. Review, select, and purchase supplemental science curriculum.

2019-20

New Modified Unchanged

- B. 1. Ensure there is enough instructional materials for all students.
- 2. Ensure a classroom set of computers/Chrome books for grades 2-8.
- 3. Ensure enough Chromebooks for centers in grades K-1.
- 4. Purchase supplemental science curriculum as needed.

BUDGETED EXPENDITURES

2017-18

Amount	1,500
Source	Lottery
Budget Reference	4000-4999: Books And Supplies B1. Textbooks and Supplies

2018-19

Amount	1,500
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies B1. Textbooks and Supplies

2019-20

Amount	1,500
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies B1. Textbooks and Supplies

Amount	1,000	Amount	1,000	Amount	1,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	4000-4999: Books And Supplies B2. Computers/Chrome Books	Budget Reference	4000-4999: Books And Supplies B2. Computers/Chrome Books	Budget Reference	4000-4999: Books And Supplies B2. Computers/Chrome Books
Amount	1,000	Amount	1,000	Amount	1,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	4000-4999: Books And Supplies B3. Chromebooks	Budget Reference	0000: Unrestricted B3. Chromebooks	Budget Reference	0000: Unrestricted B3. Chromebooks
Amount	12,000	Amount	2,500	Amount	1,000
Source	Lottery	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies B. 4 Science Curriculum	Budget Reference	4000-4999: Books And Supplies B.4 Supplemental Supplies	Budget Reference	4000-4999: Books And Supplies B.4 Supplemental Supplies

Action 3

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

Students to be Served All Students with Disabilities

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

C. 1. Create a technology replacement plan that includes a budget to replace outdated and ineffective technology.

C. 1. Monitor a technology replacement plan that includes a budget to replace outdated and ineffective technology.

C. 1. Monitor a technology replacement plan that includes a budget to replace outdated and ineffective technology.

BUDGETED EXPENDITURES

2017-18

Amount 5,000

Source Supplemental

Budget Reference 4000-4999: Books And Supplies
C1. Update and Replace ineffective technology

2018-19

Amount 5,000

Source Supplemental

Budget Reference 4000-4999: Books And Supplies
C1. Update and Replace ineffective technology

2019-20

Amount 5,000

Source Supplemental

Budget Reference 4000-4999: Books And Supplies
C1. Update and Replace ineffective technology

Action **4**

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

Students to be Served All Students with Disabilities

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

<p>D. 1. Create a maintenance plan to monitor and improve conditions of learning.</p> <p>2. Offer additional hours to current staff to conduct custodial duties.</p>	<p>D. 1. Monitor a maintenance plan to monitor and improve conditions of learning.</p> <p>2. Offer additional hours to current staff to conduct custodial duties.</p>	<p>D. 1. Monitor a maintenance plan to monitor and improve conditions of learning.</p> <p>2. Offer additional hours to current staff to conduct custodial duties.</p>

BUDGETED EXPENDITURES

2017-18

Amount	\$0
Budget Reference	D1. No expenditures required for this action
Amount	14,921
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries D2. Additional staffing hours

2018-19

Amount	0
Budget Reference	D1. No expenditures required for this action
Amount	15,531
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries D2. Additional staffing hours

2019-20

Amount	0
Budget Reference	D1. No expenditures required for this action
Amount	16,259
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries D2. Additional staffing hours

Action **5**

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

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

OR

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

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

[Location\(s\)](#)

All Schools

Specific Schools:

Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

- E. 1. Maintain a classroom music program for K-6 and band and/or chorus for 4-8.
- 2. Maintain a classroom art program for K-8.
- 3. Provide classroom teachers with resources to ensure a rich PE program that encompasses all PE standards.

2018-19

New Modified Unchanged

- E. 1. Maintain a classroom music program for K-6 and band and/or chorus for 4-8.
- 2. Maintain a classroom art program for K-8.
- 3. Provide classroom teachers with resources to ensure a rich PE program that encompasses all PE standards.

2019-20

New Modified Unchanged

- E. 1. Maintain a classroom music program for K-6 and band and/or chorus for 4-8.
- 2. Maintain a classroom art program for K-8.
- 3. Provide classroom teachers with resources to ensure a rich PE program that encompasses all PE standards.

BUDGETED EXPENDITURES

2017-18

Amount	26,555
Source	Base
Budget Reference	7000-7439: Other Outgo E1. Music/Band Teacher
Amount	2,000
Source	Base
Budget Reference	4000-4999: Books And Supplies E1. Music/Band Supplies
Amount	11,329
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries E2. Art Program
Amount	2,000
Source	Base

2018-19

Amount	27,500
Source	Base
Budget Reference	7000-7439: Other Outgo E1. Music/Band Teacher
Amount	1,500
Source	Base
Budget Reference	4000-4999: Books And Supplies E1. Music/Band Supplies
Amount	11,550
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries E2. Art Program
Amount	1,800
Source	Base

2019-20

Amount	29,242
Source	Base
Budget Reference	7000-7439: Other Outgo E1. Music/Band Teacher
Amount	1,500
Source	Base
Budget Reference	4000-4999: Books And Supplies E1. Music/Band Supplies
Amount	12,139
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries E2. Art Program
Amount	1,800
Source	Base

Budget Reference	4000-4999: Books And Supplies E2. Art Program	Budget Reference	4000-4999: Books And Supplies E2. Art Program	Budget Reference	4000-4999: Books And Supplies E2. Art Program
Amount	750	Amount	500	Amount	500
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies E3. P.E. Supplies	Budget Reference	4000-4999: Books And Supplies E3. P.E. Supplies	Budget Reference	4000-4999: Books And Supplies E3. P.E. Supplies

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 3

Provide a safe and welcoming climate for all stakeholders that includes parent input in decision making and promotes parent participation in student learning in order to improve school attendance rates.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

- A. A baseline report for overall positive feeling of school safety and a welcoming climate.
- B. Solicit parent input in decision making for all students, including unduplicated students, and promote parent participation in student learning and/or school activities.
- C. Improve student attendance and maintain current suspension rate, expulsion rate, middle school dropout rate.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 6: Local Indicator/Local tool for school climate	A. 50% return rate	A. Increase the number of parent surveys returned by 2%	A. Increase the number of parent surveys returned by 2%	A. Increase the number of parent surveys returned by 2%
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	B. Baseline not established	B. Establish a baseline of parent participation in school activities.	B. Increase the % of parent participation in school activities for all students by 2%.	B. Increase the % of parent participation in school activities for all students by 2%.
Priority 5: Local Metric/Student Engagement/School attendance rates	C. 96.8% attendance rate	C. Increase student attendance rate to 97%.	C. Maintain student attendance rate of 97%.	C. Maintain student attendance rate of 97%.
Priority 6: State Indicator/Student Suspension Indicator	C. 0% suspension rate	C. 0% suspension rate	C. 0% suspension rate	C. 0% suspension rate
Priority 6: Local Metric/Expulsion rate	C. 0% expulsion rate	C. 0% expulsion rate	C. 0% expulsion rate	C. 0% expulsion rate

Priority 5: Local Metric/Middle school dropout rate	C. 0% dropout rate	C. 0% dropout rate	C. 0% dropout rate	C. 0% dropout rate
Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates	C. Baseline NA	C. >10% Chronic Absenteeism	C. >10% Chronic Absenteeism	C. >10% Chronic Absenteeism

PLANNED ACTIONS / SERVICES

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

Action 1

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

Students to be Served All Students with Disabilities

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

A. Continue annual survey to determine overall positive feelings for students, parents, and staff members.

2018-19

New Modified Unchanged

A. Continue annual survey to determine overall positive feelings for students, parents, and staff members.

2019-20

New Modified Unchanged

A. Continue annual survey to determine overall positive feelings for students, parents, and staff members.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 20	Amount: 20	Amount: 20
Source: Base	Source: Base	Source: Base
Budget Reference: 5000-5999: Services And Other Operating Expenditures A. Paper distribution	Budget Reference: 5000-5999: Services And Other Operating Expenditures A. Paper distribution	Budget Reference: 5000-5999: Services And Other Operating Expenditures A. Paper distribution

Action **2**

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

Students to be Served All Students with Disabilities

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
B. Compile data to determine how many parents participate in some portion of their child's school experience to identify which, if any, subgroups that have low participation.	B. Continue to compile data to determine how many parents participate in some portion of their child's school experience to identify which, if any, subgroups that have low participation.	B. Continue to compile data to determine how many parents participate in some portion of their child's school experience to identify which, if any, subgroups that have low participation.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
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Amount	<input type="text" value="\$0"/>	Amount	<input type="text" value="\$0"/>	Amount	<input type="text" value="\$0"/>
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Budget Reference	<input type="text" value="No expenditures required"/>	Budget Reference	<input type="text" value="No expenditures required"/>	Budget Reference	<input type="text" value="No expenditures required"/>
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Action 3

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

C. Continue to inform and motivate parents and students on the effects absenteeism has on student achievement in order to reduce absenteeism.

2018-19

New Modified Unchanged

C. Continue to inform and motivate parents and students on the effects absenteeism has on student achievement in order to reduce absenteeism.

2019-20

New Modified Unchanged

C. Continue to inform and motivate parents and students on the effects absenteeism has on student achievement in order to reduce absenteeism.

BUDGETED EXPENDITURES

2017-18

Amount	<input type="text" value="200"/>
Source	<input type="text" value="Base"/>

2018-19

Amount	<input type="text" value="200"/>
Source	<input type="text" value="Base"/>

2019-20

Amount	<input type="text" value="200"/>
Source	<input type="text" value="Base"/>

Budget
Reference

5000-5999: Services And Other
Operating Expenditures
C. Paper distribution

Budget
Reference

5000-5999: Services And Other Operating
Expenditures
C. Paper distribution

Budget
Reference

5000-5999: Services And Other
Operating Expenditures
C. Paper distribution

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds: \$134,224.00

Percentage to Increase or Improve Services: 9.13%

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](#)).

Plaza is below 55% unduplicated, therefore funds are used to improve and increase services for learners by 9%. Instructional aides targeted identified students with small group and individual instruction. Additionally, students identified received push in and pull out instruction with .8 hour Learning Specialist. Math curriculum included supplemental materials for unduplicated students. Reflex Math program adopted in supplement math instruction. A 2-6th grade intervention program was implemented and targeted specific learners. Low income and English learners received all of these services.

The Plaza School board adopted an after school program that focuses primarily on intervention for low income and English Learners, but is also available to any low performing student. This program targets English Language and Math skills for members of these subgroups who have not met CCSS proficiency. Additionally, a 3.75 hour aide works with our .8 hour Learning Specialist and a full time instructional aide. These staff members target low income pupils and English Learners through push in and pull out methods. The district superintendent teaches writing intervention strategies to a small group of students made up mostly of English language learners and low income students. Also, additional curriculum will be purchased to support the after school intervention, as well as Learning Center programs that focus on subgroup students. Curriculum will include supplemental materials from our math publishers and two online math programs called Reflex Math and Splash Math. Barton Reading Program and other phonics based curriculum will be purchased for several students who are low-income. Furthermore, a summer school program will be offered to targeted students. The primary focus of the program will be to get students ready for the next school year by focusing on reading, writing, and mathematics. The goal is for students to be ready to learn on the first day of the regular school year since they will have attended the three hour per day summer program the three weeks before school starts. Classroom music and art classes are offered weekly to students in order to offer an enriched school experience.

Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Budget Summary

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

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

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	196,626.00	223,529.24	260,965.00	202,835.00	172,852.00	636,652.00
	0.00	0.00	0.00	0.00	0.00	0.00
After School Education and Safety (ASES)	67,150.00	68,651.00	96,381.00	71,345.00	73,919.00	241,645.00
Base	31,600.00	32,703.00	106,373.00	88,812.00	62,660.00	257,845.00
Concentration	0.00	0.00	0.00	0.00	0.00	0.00
Lottery	0.00	2,730.00	13,500.00	0.00	0.00	13,500.00
Other	0.00	10,000.00	0.00	0.00	0.00	0.00
Supplemental	80,000.00	80,675.00	31,000.00	28,700.00	22,000.00	81,700.00
Title I	12,876.00	11,100.00	13,711.00	13,978.00	14,273.00	41,962.00
Title II	5,000.00	5,829.00	0.00	0.00	0.00	0.00
Title IV	0.00	11,841.24	0.00	0.00	0.00	0.00
Title VI	0.00	0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	196,626.00	223,529.24	260,965.00	202,835.00	172,852.00	636,652.00
	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	127,150.00	0.00	0.00	1,000.00	1,000.00	2,000.00
1000-1999: Certificated Personnel Salaries	23,000.00	2,098.00	77,171.00	29,601.00	1,890.00	108,662.00
2000-2999: Classified Personnel Salaries	18,126.00	69,929.00	99,073.00	101,818.00	106,004.00	306,895.00
3000-3999: Employee Benefits	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	21,850.00	42,295.24	44,150.00	32,700.00	31,200.00	108,050.00
5000-5999: Services And Other Operating Expenditures	6,500.00	8,931.00	14,016.00	10,216.00	3,516.00	27,748.00
7000-7439: Other Outgo	0.00	100,276.00	26,555.00	27,500.00	29,242.00	83,297.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	196,626.00	223,529.24	260,965.00	202,835.00	172,852.00	636,652.00
		0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	After School Education and Safety (ASES)	67,150.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Supplemental	60,000.00	0.00	0.00	1,000.00	1,000.00	2,000.00
1000-1999: Certificated Personnel Salaries	After School Education and Safety (ASES)	0.00	2,098.00	28,573.00	1,890.00	1,890.00	32,353.00
1000-1999: Certificated Personnel Salaries	Base	23,000.00	0.00	48,598.00	27,711.00	0.00	76,309.00
2000-2999: Classified Personnel Salaries	After School Education and Safety (ASES)	0.00	58,829.00	59,112.00	60,759.00	63,333.00	183,204.00
2000-2999: Classified Personnel Salaries	Base	5,250.00	0.00	26,250.00	27,081.00	28,398.00	81,729.00
2000-2999: Classified Personnel Salaries	Concentration	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Lottery	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Title I	12,876.00	11,100.00	13,711.00	13,978.00	14,273.00	41,962.00
3000-3999: Employee Benefits	Base	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	After School Education and Safety (ASES)	0.00	7,564.00	8,400.00	8,400.00	8,400.00	25,200.00
4000-4999: Books And Supplies	Base	3,350.00	7,003.00	4,750.00	6,300.00	4,800.00	15,850.00
4000-4999: Books And Supplies	Concentration	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Lottery	0.00	0.00	13,500.00	0.00	0.00	13,500.00
4000-4999: Books And Supplies	Other	0.00	10,000.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental	18,500.00	5,887.00	17,500.00	18,000.00	18,000.00	53,500.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
4000-4999: Books And Supplies	Title IV	0.00	11,841.24	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Title VI	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	After School Education and Safety (ASES)	0.00	160.00	296.00	296.00	296.00	888.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	212.00	220.00	220.00	220.00	660.00
5000-5999: Services And Other Operating Expenditures	Lottery	0.00	2,730.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	1,500.00	0.00	13,500.00	9,700.00	3,000.00	26,200.00
5000-5999: Services And Other Operating Expenditures	Title II	5,000.00	5,829.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	Base	0.00	25,488.00	26,555.00	27,500.00	29,242.00	83,297.00
7000-7439: Other Outgo	Supplemental	0.00	74,788.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Goal				
Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	94,209.00	95,673.00	98,192.00	288,074.00
Goal 2	166,536.00	106,942.00	74,440.00	347,918.00
Goal 3	220.00	220.00	220.00	660.00

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