

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	Island Union Elementary School District		
Contact Name and Title	Charlotte Hines Superintendent/Principal	Email and Phone	charlottehines@island.k12.ca.us (559) 924-6424

2017-20 Plan Summary

THE STORY

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

Island Union Elementary School District (IUESD) is a k-8th grade self-contained single school district. All IUESD teachers are appropriately assigned pursuant to Ed. Code 44258.9. Newly credentialed teachers are required to participate in the Induction Program for the first two years, until they clear their credential, while they are employed at IUESD. We have one teacher working in induction this year. Island School currently has one special education teacher on staff. The Island School student population, inclusive of our English Learners, has access to sufficient standards-aligned instructional materials pursuant to Ed. Code section 60119. Our school facilities are safe and maintained in good repair pursuant to Ed. Code section 17002 (d). This information is posted annually in the School Accountability Report Card (SARC). The IUESD Board holds a public hearing within the first eight weeks of school annually to verify that students have sufficient standards aligned textbooks and instructional materials and the results are published annually in the SARC.

We have diligently worked to transition curriculum and instruction with the new California Standards for the past five years, as well as the Next Generation Science Standards. Teachers and administration have been receiving training from various county offices of education as well as some outside sources in English Language Arts State Standards, Math State Standards, and the Next Generation Science Standards. New California Standards instructional supports and materials have been purchased as well as continue to be purchased. New English Language Arts/English Language Development state adopted curriculum have been purchased for the 2016-17 school year. Kindergarten through 8th grade students currently participate in Illuminate's California New Standards Benchmark Assessments. Students take these tests near the beginning as well as the end of the school year. Growth is measured by increase in student score. IUESD will be participating in the California Assessment of Student Performance and Progress in the Spring of 2017 and 5th and 8th graders will also take the California Assessment Science Test (CAST). The Physical Fitness test is administered to all 5th and 7th grade students annually. CELDT Tests are given annually to all of Island's EL students. Additionally transitional kindergarten through first grade use Educational Software for Guiding Instruction, ESGI, which is used for tracking student mastery of letters, sounds, sight words, and number sense.

We administered a survey to each group: students, staff, and parents to obtain input regarding our school, student safety and ensuring we are maintaining a positive school climate. The student, staff and parent surveys revealed that Island School is a safe place. The California Healthy Kids Survey is administered each year to Island School's 5th and 7th grade students. Suspension rates are minimal at Island School and expulsions rarely ever occur.

Parents are invited to parent teacher conferences in November yearly, School Site Council Meetings, English Language Advisory Committee (ELAC)/DELAC meetings, Migrant meetings, Back to School Night, Boosters' Club (parent club) monthly meetings and Open House. Parents are always able to consult their child's grades by logging on to Gradelink, Island's computer based grading system. They can see current grades as well as any missing assignments their child

may have. Report cards are sent home each trimester, in addition progress reports go home each mid trimester, each school year. Island School's website www.islandcardinals.com has the most current information about our school for our families to view at their convenience. Newsletters are sent home each year with current events as well as celebrations. IUESD has numerous parent volunteers on a daily basis. We encourage parents to be very involved in their child's education. IUESD has numerous extra opportunities for parents and families to be involved including but not limited to: kindergarten teddy bear picnic, grandparent day, Science Fair, Art Show, Variety Show, and winter program. Parents of struggling students are invited to attend a Student Study Team Meeting to come up with ways to help their child be successful at school. In attendance at these meetings are the child's teacher, parent/s, an administrator, special education teacher, and others.

IUESD students consistently have a good attendance rate. Last year and currently, it has been over 95% on average. If a student is absent, the school contacts the parent to verify the child's absence.

IUESD has an extensive school safety plan in place. We regularly practice fire drills as well as lockdown drills. Our campus is entirely fenced in and locked during school hours and is not unlocked until the end of the school day for pick up. We have numerous security cameras that operate 24 hours a day seven days a week. Our school facility is completely alarmed when school is not in session and staff are not on campus.

IUESD works well with the Island Community. Our students collect pop tabs yearly which helps support the Ronald McDonald House. We created a monthly mileage club encouraging all community members to join us once a month when we walk/run for 30 minutes on our track. We dedicated our month of October collecting funds for each lap walked and donating it to Breast Cancer Awareness. In May we dedicated our walk toward assisting one of our own parents who has Multiple Sclerosis and is in need of a procedure. We continually adopt community service projects. We open our cafeteria for service clubs. We also allow local sports teams to use our fields for practice and open our campus as a playground after school and on weekends.



LCAP HIGHLIGHTS

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

This year Island School offered multiple intensive intervention in math, reading and writing which helped our students become more successful (actions 2.5 & 2.6). We added Overdrive an online library which increases the number of books read by our student body (action 2.8). We purchased a new adoption in ELA which deepened their use of reading skills and expressing their ideas when writing (action 2.1). We now have 1:1 devices in all classrooms (action 2.12). Teacher have utilized technology to enhance the learning (action 2.2).

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

Our suspension rating overall significantly declined by 1.2%. Additionally it declined in each subgroup ranging from 0.1% to 7%. Our white subgroup maintained a -0.1% in suspension rate. Our number of referrals, discipline referrals for the school have decreased as well even though out student enrollment has increased. We have our daily character counts lessons have helped students learn other ways to handle their problems. We will continue with this. Our ELA score has increased by 11.3 points overall, by 12.4 points for our EL's, 25.9 points for socioeconomically disadvantaged, and 17 points for the Hispanic group. Our teachers worked with our county office to create lessons targeted on the ELA standards. This year we have adopted and implemented a new rigorous ELA curriculum. In Math overall the students maintained with a 3 point increase, with each subgroup: EL increased 8.5 points, socioeconomically disadvantaged increased significantly by 17.4 points, and hispanic with an increase of 9.7 points. We are in our third year

of implementation and are continuing to strengthen math skills and students written response for how they determined the answer.

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**

Our English Learners progress indicator is orange in our overall score. We have had our staff participate in intensive professional development with Kings County Office of Education curriculum coaches specific to designated English language development lessons. (action 2.14) Daily the teachers support the EL's with additional support in each subject area to ensure they understand the vocabulary used within the curricular area. In 14-15 we had a 9.5% reclassification rate according to DataQuest. in 15-16 we had a 18.8% reclassification rate. This shows an almost 100% increase. We will continue to push to have our students become proficient in English so that they can be reclassified English Proficient.

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?

All of our student groups performed within one level of each other, therefore we have no groups 2 or more levels below any group as shown by the state indicator.

PERFORMANCE GAPS

INCREASED OR IMPROVED SERVICES

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

ELA and Math intervention for students at -risk as determined by CAASPP and fall district benchmark assessments. (Action 2.5)
 Summer intervention ELD focus/English immersion for k-3 students. (Action 2.6)

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	\$3,680,170
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$417,465.00

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.

The most significant general fund expenditures that are not included in the LCAP are related to the salaries and benefits of school administrators, teachers and classified staff not specific to the goals and actions in the LCAP. These also include expenditures for utilities, equipment, repairs and services, home-to school transportation and other operational costs of the District.

\$3,101,248 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

We will provide all students with a safe, positive learning environment with a highly qualified staff and well maintained facility.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input 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

- 1.- Teachers assigned properly and fully credentialed: 100% of teachers will be highly qualified or interns will be enrolled in an intern program as measured by CalPads.
2. Sufficient access to standards-aligned instructional materials: 100% of students will have sufficient access to standards-aligned instructional materials as measured by Williams report.
3. School facilities are maintained in good repair: Receive an overall rating of Good or Exemplary on our Facilities Inspection Tool (FIT).
4. School attendance rate: Student attendance rate will be 95% or better as measured by SchoolWise report.
5. Chronic absenteeism rates: Lesson number of students by 1% with chronic absenteeism from 2015-16 rate of 3% as measured by Schoolwise and Ed Code calculation.
6. Middle school dropout rates: Maintain the 0 number of middle school dropouts as measured by CDE Dataquest report.
7. High school dropout rates: This metric does not apply to us as we are an elementary district.
8. High school graduation rates: This metric does not apply to us as we are an elementary district.
9. Pupil suspension rates: Maintain suspension rates at <1% as measured by SchoolWise.
10. Discipline Referrals: Lesson the number of discipline referrals per student from 2015-2016 with no students having more than 5 referrals total as measured by SchoolWise report, currently we have 2.

ACTUAL

1. We have teachers assigned properly and fully credentialed: !00% of teachers are highly qualified a or interns were enrolled in an intern program as measured by CalPads.
2. 100% of students have access to standards- aligned instructional materials as per Board Resolution 2017-05 Regarding sufficiency or insufficiency of instructional materials.
3. Our facility received a "Good" in the FIT (facility inspection tool). We continue to await bond money for our new building construction and modernization.
4. We consistently have over 96% school attendance.
5. We currently show 3% chronic absenteeism which is a decrease from last year which was 4.99% (with correct information)
6. We have no middle school drop outs.
7. NA
8. NA
9. We maintained our suspension rate of <1%. (see suspension indicator chart below)
10. We increased by 4% in number of referrals issues (14-15 104, 15-16 118)
11. We currently have 0% expulsions for 2016-17 school year.
12. Our surveys (parent, staff and student) show that over 93% feel safe at school.

11. Pupil expulsion rates: Maintain number of expulsion rate of 0% from 2015-16 as measured by SchoolWise reports.
 12. Pupils, parents, and teachers sense of safety via surveys: Pupils: Healthy Kids and district survey. Parents & Staff: District online survey, and parents hard copy survey show 86% agree or strongly agree that they feel safe at school. We will work to insure people feel safe and know by survey results by keeping the rate at 86% or better agreeing or strongly agreeing they feel safe.

Suspension Indicator

Group	Indicator color	Status	Change
All		0.8%	-1.2%
English Learner		0%	-2.4%
Socioeconomically dis.		0.7%	-2%
St. with disabilities		2.4%	-3.1%
Hispanic		0.6%	-2%
Two or more races		0%	-7.1%
White		1%	-0.1%

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

1.1 Have character building assemblies each trimester, anti bullying, and motivational rallies. We will implement a schoolwide policy to use our character counts videos to guide class discussions on social skills and school climate.

ACTUAL

Action Update:

- * We had the Ned show, cyber sense, and Jo Odhiambo character building assemblies.
- * Continued our character counts lessons in the classroom.
- * Transportation for character building reward trips.
- * Implemented the schoolwide policy of requiring at least one character counts lesson each week.

Fiscal Update:

We included the good citizenship reward trip transportation to this therefore the expenditures increased to \$3,365.

Action Evaluation: This action was evaluated using the student and staff survey showing that 80% of students and staff feel safe at school. Our suspension rate dropped -1.2% This action support Priority 6: School Climate.

Expenditures	BUDGETED \$2,500 Supp. (0332) Other Services	ESTIMATED ACTUAL \$3,365 Supp. (0332) Assemblies \$1,550 Transportation for reward trips \$1,815
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Action **2**

Actions/Services	PLANNED 1.2 Provide behavior support, social skills development, with all students in need by having a student specialist/advocate available one day a week. Increase BEST team social skill development support with students with IEP's/504.	ACTUAL Action Update: *We did not have access to a student specialist/advocate this year due to no one available for the position therefore we added students with needs to the counseling groups with the BEST team. *The BEST team comes weekly to work with students with IEP goals. *We added non identified students in social skill groups using the BEST team. Fiscal Update: The increase in cost was due to the increased amount charged by the Special Ed. team. The cost is the amount received from the state specifically for special education. Action Evaluation: Last year we had 367 students and there were 118 discipline referrals written and 8 resulting in suspensions. This year we have 405 students and issued 107 discipline referrals and only 2 resulting in suspensions. Our special ed and 504 students had 33 referrals with 6 suspensions in 15-16 but declined in 16-17 with only 27 referrals and 2 suspensions. This action support Priority 6: School Climate.
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Expenditures	BUDGETED \$15,904 Special Ed. (6512) \$11,713 Special Ed. (3327) \$4,191 Contracts with KCOE	ESTIMATED ACTUAL \$20,390 Special Ed. (6512) \$16,199 Special Ed. (3327) \$4,191 Contracts with KCOE
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Action **3**

Actions/Services	PLANNED	ACTUAL
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<p>1.3 Keep an LVN/health aide. She will assist in keeping students in school, note if there is a pattern of behavior in going to the health office or out of school often, and contact parents on a regular basis if needed. We will incorporate incentives with students needing improved attendance including chronic absenteeism and tardies.</p>
<p>BUDGETED Base (0000) \$23,000 Classified Salaries and Benefits</p>

Expenditures

<p>Action Update: * We currently have an LVN that helps with chronic absenteeism. We have incorporated incentives to help diminish chronic absenteeism. * Additionally she contacts parents if/when there are repetitive visits to the office for health reasons. Fiscal Update: There was an increase in the nurse's scheduled hours therefore the cost of the employee increased. Action Evaluation: We maintained 3% chronic absenteeism. This action support Priority 5: Pupil Engagement</p>
<p>ESTIMATED ACTUAL \$25,965 Base (0000) Classified Salaries and Benefits</p>

Action

4

Actions/Services

<p>PLANNED 1.4 Well maintained school facility- we will identify projects based on the Facility Inspection Tool (FIT) needs. We will be upgrading our entire sprinkler system, adding chips to our playground areas, painting, spraying the parking area as well as the basketball courts. We are awaiting the State Facility bond to be placed on the November ballot and passed. This too will determine future facility plans.</p>
<p>BUDGETED \$40,000 Base (Fund 1400) Deferred Maintenance/Repairs</p>

Expenditures

<p>ACTUAL Action Update: * We fixed and added sprinklers to increase green grass areas. We added bark to playground areas for increased cushion. We painted the parking area to specify parking. * Boosters Club purchased a water filling station. Fiscal Update: We did not have as many projects needing to be completed therefore did not spend the allotted amount. Action Evaluation: We received a rating of good in our Facility Inspection Tool. This supports State Priority 1: Basic Services.</p>
<p>ESTIMATED ACTUAL \$16,407 Base (0000) \$5,780 for wood chips Supplies Donations (0038) \$1,331 for water filling station Supplies Base (Fund 1400) \$9,296 Deferred maintenance expenditures/repairs Services and Other Operating Expenditures</p>

Action **5**

Actions/Services

PLANNED
 1.5 Professional development is provided to increase student achievement. We will continue to work on our instructional expertise ELA/ELD.

ACTUAL
 Action Update:
 *We utilized the funding for the new teachers and mentor (New teacher Induction -NTI- program)
 *We had weekly Professional Learning Community (PLC) meetings using components of ELD to incorporate in our ELA program and support our students needs.
 Fiscal Update: We had 1 intern and one new teacher with 3 mentors to pay for. The cost was not as much as budgeted. New Educator Effectiveness funding was used as well as Title II.
 Action Evaluation:
 Our intern and new teacher successfully completed their intern program and New Teacher Induction Program. We reclassified 5 English Learners this year. This supports State Priority 1: Basic Services

Expenditures

BUDGETED
 \$30,000
 Title II (4035)
 Certificated Salaries and Benefits \$10,000
 Professional Development Services \$20,000

ESTIMATED ACTUAL
 \$16,493
 Educator Effectiveness (6264) -
 Certificated Salaries and Benefits \$4,695
 Contract Services with KCOE \$9,450
 Title II (4035) -
 Certificated Salaries and Benefits \$2,348

ANALYSIS

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

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

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

We were successful in achieving our goal of providing a safe, positive learning environment with a highly qualified staff and well maintained facility by implementing our character counts program with added support from BEST team. This helped our students maintain a safer climate at school. We have a highly qualified staff and our facility is in good working order.

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

We received a score of Good on the facility inspection tool. We had 0 teacher miss-assignments. We decreased our district suspension rate by 1.2%. This decline leaves our overall indicator score at Blue. We received very positive responses from all groups regarding the safety of our campus. We will continue to pursue positive community building which will support the decrease in referrals as well as suspensions.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We anticipated spending \$111,404 and actually spent \$82,620 due to our facility projects not needing to be completed this fiscal year.

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

In providing character counts assemblies, we have a decrease in referrals, and increase in attendance. We will no longer pursue a student specialist/advocate as we have programs in place that are working. We are utilizing the Professional Development funding within this goal, highly qualified teachers, for NTI program only action 1.5. Also the Educator Effectiveness funding was spent in full in 17-18 therefore the funding lessens by \$5,508 for 18-19. All other professional development for the staff, certificated and classified, will be within action 2.14. We are moving Go Guardian and Deep Freeze from goal 2.8 to 1.1 due to it being for student safety on the internet.

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

All students will improve academically due to having a well rounded education including all academic areas with parents' support.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 2.1 Implement academic and performance standards and ELD standards: Teachers will receive professional development in academic state and ELD standards as measured by professional development sign-in sheets.
- 2.2 EL's accessing standards: 100% of teachers will update EL student blue folders each trimester on ELD standards progress as measured by the Learning Coordinator's trimester checklist.
- 2.3 EL achieve language proficiency: 43% of EL students will gain a level of English proficiency as measured by CEDLT. Those students that did not gain a level will increase their scale score as measured by the CELDT.
- 2.4 Parent input and participation in programs: District/school site will continue School Site Council, English Learner Committee (ELAC), Migrant Committee, Parent Booster Club, Parents with Pastries as measured by sign in sheets and parent survey. These committees include parents of students with disabilities and English Learners.
- 2.5 Statewide assessments: Increase % of students meeting or exceeding in each ELA (46%) and Math (41%) in CAASPP assessment results.
- 2.6 API: We will set a baseline API as measured by the state report.

ACTUAL

- 1. 100% of our teachers attend the Monday PLC meetings in which we look at data and plan instruction from the given data. Teachers fill out the EL academic profile reviewing what ELD standards they have worked on with the student within the given trimester, and determine if the student has improved or if further teaching must be done to move them toward meeting EL proficiency.
- 2. 100% of the EL blue folders are updated each trimester as shown within each students' folder per Learning Coordinator's checklist.
- 3. 38% of our ELs gained one more levels per CELDT scores. this is slightly lower percentage to last year, however it is one more individual than last year. We had 69% of the students increase in their overall scale score. We have 19% of students being reclassified which is an increase from last year, which we had 0% reclassified.
- 4. Parents continue to participate in school committees: SSC, ELAC, Migrant, DAC, Boosters Club as per sign in sheets and meeting minutes, as well as parent survey returned (94% returned). We no longer have Parents with Pastries due to lack of interest and lack attendance.
- 5. We had 100% of students will take CAASPP and CST Science assessments, unless opted out by parent/guardian as measured by participation rate. 99.6% participated. See results in the chart below.
- 6. State no longer requires.
- 7. This metric does not apply to us as we are an elementary district.

2.7 % of student who have completed A-G: This metric does not apply to us as we are an elementary district.

2.8 Career technical education standards: This metric does not apply to us as we are an elementary district.

2.9 EL reclassification rate: Maintain or increase the current reclassification rate of 5% as measured by the Learning Coordinator report.

2.10 % of pupils passed AP test: This metric does not apply to us as we are an elementary district.

2.11 % of pupils demonstrate college preparedness EAP: This metric does not apply to us as we are an elementary district.

2.12 Course Access K-8 : 100% of students are enrolled in a self-contained English, Mathematics, Social Science, Science, Visual and Performing Arts, Health, Physical Education as measured by student enrollment report.

2.13 Course Access 7-8 Additional Courses: 100% of students will have access to a foreign language program, applied arts/Career Technical Education class as measured by student enrollment report.

2.14 Pupil Outcomes K-8: Students will demonstrate learning in broad curriculum including, but not limited to English language arts, mathematics, history social sciences, science, visual and performing arts, health, and physical education that is as measured by Local Assessments in ELA and Math and/or passing grades per Student Information System in all other content areas.

2.15 Pupil Outcomes 7-8 Additional Courses: 90% or better of students will pass their classroom assessment/performance task.

8. This metric does not apply to us as we are an elementary district.

9. 38% of our ELs gained one or more levels per CELDT scores. this is slightly lower percentage to last year, however it is one more individual than last year. We had 69% of the students increase in their overall scale score. We surpassed our goal of maintaining 7% by having 19% of students being reclassified which is an increase from last year, which we had 0% reclassified.

10. This metric does not apply to us as we are an elementary district.

11. This metric does not apply to us as we are an elementary district.

12. 100% of our students were enrolled in a self-contained English, Mathematics, Social Science, Science, Visual and Performing Arts, Health, Physical Education as measured by student enrollment report.

13. 100% of our 7th and 8th graders had access to additional courses as stated on their report card.

14. 100% of our students received a final grade for each course area. See chart below.

15. 100% of our 7th and 8th graders passed their performance task or final in their foreign language program, Applied arts/Career Technical Education class.

Island School CAASPP 2016 test results:

Grade level	ELA	Math
	Island	Island
3	63%	49%
4	47%	41%
5	41%	39%
6	54%	33%
7	64%	47%
8	53%	54%
Total	53%	45%
White	59%	52%
Hispanic	44%	36%
Socio. Ec.	35%	29%
Dis.		

CST Science:

	2016	2015
5th	79%	76%
8 th	88%	78%
Total average	84%	77%

Course Access

Subjects	% # of passing students
ELA	97.1% 394/405
Math	99.3% 402/405
Science	100%
History/social science	99.3% 402/405
PE	100%
Performing Arts	100%
Visual Arts	100%

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

ACTUAL

Action Update:

	<p>2.1 We will utilize standards aligned district benchmark assessments through Illuminate two times a year – beginning and end to determine achievement level of our students and any intervention needed. Teacher created mini-assessments using Illuminate gives on-going information to the teacher/student to guide instruction. Illuminate training for teachers due to being new.</p>	<p>* We purchased the Illuminate license and training. * We trained the teachers to create and administer assessments. Fiscal Update: minimal cost change. Title VI new funding was used instead of Title II Action Analysis: Data to be inserted This action supports State Priority 4 Pupil Achievement</p>
Expenditures	<p>BUDGETED \$8,940 Supp. (0332) \$4,940 License Title II (4035) \$4,000 Professional Development Services</p>	<p>ESTIMATED ACTUAL \$8,726 Supp.(0332) License\$4,438 Title VI (4126) Professional Development Expenditures \$4,288</p>

Action **2**

Actions/Services	<p>PLANNED 2.2 On Point – mimio lessons are targeted on specific standards being taught, or after a mini assessment is given and reteaching is needed.</p>	<p>ACTUAL Action Update: * Mimio mobile license and Digicore license were renewed. * Teachers utilize data from assessments to reteach those students that did not master the taught standard. * Teachers use lessons per Principal and Learning Coordinator observations. Fiscal Update: no change Action Analysis: Students were engaged in the lessons per teacher observation. Students increased their test scores after the lesson was retaught. This action supports State Priority 4: Pupil Achievement.</p>
Expenditures	<p>BUDGETED \$6,000 Supp (0332) License Computer Software</p>	<p>ESTIMATED ACTUAL \$5,849 Supp. (0332) Computer Software License</p>

Action **3**

Actions/Services	<p>PLANNED</p>	<p>ACTUAL Action Update:</p>
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2.3 Increase student engagement and understanding of key standards by experiencing study trips (video conference or physical trip).

BUDGETED
\$5,100
Supp. (0332)
Services \$1,900
Transportation \$3,200

* We had 24 Video conferences and each grade has had a least one study trip.
 Fiscal Update: We didn't need to spend as much *(\$843 less) because we had free study trips including transportation and free video conferences.
 Action Analysis: Students increased in their test scores after the reinforcement activity (study trip or virtual trip) per class grades.
 This action supports State Priority 4: Pupil Achievement

ESTIMATED ACTUAL
\$4,257
Supp. (0332)
Services \$1,100
Transportation \$3,157

Expenditures

Action **4**

Actions/Services

PLANNED

2.4 Teachers will use materials and supplies to increase student engagement and deepen the understanding of key standards taught by using hands on activities and STEM learning.

ACTUAL

Action Update:
 * Teachers purchased materials for hands on Science and learning.
 *The students planted seeds to learn about growth.
 * Cell reproduction using materials to note different parts of a cell.
 * Teachers had hamsters to teach genetics.
 Fiscal Update: Mystery Science software expenditure is included in computer software purchases as part of Goal 1 Action and some of the supplemental projects were paid from class funds. Therefore costs in Resource 0332 were less than planned.
 Action Analysis: Students Science grades were raised overall for the school.
 This action supports State Priority 4: Pupil Achievement

Expenditures

BUDGETED
\$4,000
Supp. (0332)
Materials and Supplies

ESTIMATED ACTUAL
\$329
Supp. (0332)
Materials and Supplies

Action **5**

Actions/Services

PLANNED
 2.5 Instructional aide will oversee the after school ELA and Math intervention for students at –risk as determined by CAASPP and fall district benchmark assessments. (with transportation)

ACTUAL
 Action Update:
 * We had an instructional aide lead a 6 week Intervention, as well as a second intervention with ELA and Math targeted students.
 Fiscal Update: No expenditures to report as time compensation was used in lieu of services being paid for. There were also no transportation expenditures.
 Action Analysis:*100% of the students made progress in there post assessment at the end of the 6 week intervention. This action supports State Priority 4: Pupil Achievement

Expenditures

BUDGETED
 \$3,500
 Supp. (0332)
 Classified Salaries and Benefits \$3,000
 Transportation \$500

ESTIMATED ACTUAL
 \$0

Action **6**

Actions/Services

PLANNED
 2.6 We will implement a summer 5 day session intervention ELD focus/English immersion for k-3 students coming from homes that only speak Spanish with transportation with a certificated teacher from 8:30-10:30 each morning for 5 days.

ACTUAL
 Action Update:
 * We had an English Immersion program for our k-3 EL students.
 * We additionally had a reading intervention for 5 days with 2nd - 7th gr. students using an online program.
 * We had 3 week summer school for ELA intensive intervention support.
 Fiscal Update: There was a \$10,336 increase due to seeing the need for further intervention during the school year as well as the 2017 summer session to better solidify what was taught in the school year.
 Action Analysis:
 *100% of the students that participated in the 5 day reading intervention showed growth in reading per post assessment.
 *100% of the students showed progress in their post assessment at the end of the 3 week summer session. This action supports State Priority 4: Pupil Achievement

Expenditures	<p>BUDGETED \$2,000 Supp. (0332) Certificated Salaries and Benefits \$1,000 Transportation \$1,000</p>	<p>ESTIMATED ACTUAL \$12,336 Supp. (0332) Certificated Salaries and Benefits \$8,075 Classified Salaries and Benefits \$3,078 Computer Software \$250 Transportation \$933</p>
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Action **7**

Actions/Services	<p>PLANNED 2.7 Keep our Media services aide – salary and benefits- to assist with the students accessing a variety of genre to increase their reading skills, assist with technological support so that staff and students continue to have access to curriculum and information, assist with testing and give feedback to teachers for progress monitoring of students.</p>	<p>ACTUAL Action Update: * Our library aide works with the library and books half the day. As of January she spent half the day for tech support. * Our library aide gives data updates to the Learning Coordinator and teachers with progress monitoring on how the students are doing in increasing their reading ability through the STAR assessment. * Our library aide assists students in selecting books within their level and pushes them to increase their level by selecting books that will engage them and their interest levels. Fiscal Update: There is a difference of \$4,740 due to the library aide having half of her day now technology support which is paid through general fund and not out of LCAP. Action Analysis: We saw an increase in books read. This action supports State Priority 2 Implementation of State Standards and Priority 7 Course Access.</p>
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Expenditures	<p>BUDGETED \$18,278 Supp. (0332) Classified Salaries and Benefits</p>	<p>ESTIMATED ACTUAL \$13,548 Supp. (0332) Classified Salaries and Benefits</p>
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Action **8**

Actions/Services	<p>PLANNED 2.8 We will keep our Library and Renaissance Place software, TCOE Educational Resource Center, library books, Write Bright, Mobi Max, Adventure to Fitness, Sum Dog, ESGI(Educational Software for Guiding Instruction), Go</p>	<p>ACTUAL Action Update: * We utilized each of these programs and online software and added Mystery Science, Reading Eggs, StarFall, and Gradelink.</p>
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Guardian, Deep Freeze, Over Drive (online e books) to continue to further our students growth academically and keep a variety of genres of reading.

* Go Guardian and Deep freeze assist with keeping the students safe while online and be moved to goal 1 action 1.1. Fiscal Update: The fiscal increase of \$16,886 was due to the set up cost for Overdrive, as well as the cost of the added software programs. The fees for TCOE Educational Resource Center are more appropriately expensed as Contract Services than computer software.

Action Analysis:

*We had a total of 11,198 books checked out between the Overdrive (online library) and school library, with 2,647 nonfiction books checked out in the school library.

*100% of our students grew as least 1 year in their individual reading level per STAR post assessment.

This action supports State Priority 4 Pupil Achievement and 8 Pupil Outcomes.

Expenditures

BUDGETED
\$13,300
Supp (0332)
Comp. Software

ESTIMATED ACTUAL
\$30,186
Supp. (0332)
Computer Software \$26,098
Contract Services \$4,088

Action

9

Actions/Services

PLANNED
2.9 We will replace student workbooks for 3-8 Academic Vocabulary Toolkit by Kate Kinsella to increase EL proficiency.

ACTUAL

Action Update:

*We purchased the Academic Vocabulary workbooks for 2 classes only due to the newly adopted ELA curriculum having an ELD component.

Fiscal Update: minimal fiscal difference.

Action Analysis: We reclassified 5 students and 90% of our students increased in their CELDT scores.

This action supports State Priority 4 Pupil Achievement.

Expenditures

BUDGETED
\$3,000
Supp. (0332)
Materials and Supplies

ESTIMATED ACTUAL
\$2,638
Supp. (0332)
Materials and Supplies

Action

10

Actions/Services

PLANNED
 2.10 Instructional Aides, salary and benefits, will be used to support student achievement with targeted small group instruction: Orton Gillingham taught using Title 1 funding, LCAP funding for targeted small group instruction.

ACTUAL
 Action Update:
 * We employ our instructional aides to assist with OG in small group instruction.
 * Our instructional aides assist students in small group/one on one instruction in targeted areas directed by the teacher after reviewing data to determine what assistance the students need to master their taught grade level standards.
 Fiscal Update: Less expenditures in this area as Library/Media aide salaries and benefits are in Action 2.7.
 Action Analysis:
 * Our district benchmark data shows: Overall our ELA from 38% proficient/advanced to 53% and each subgroup increased His. 29%-41%, White: 46%-60%, EL: 9%-10%, SED: 26%-40%. Overall our Math from 20%-46% proficient/advanced. His. 15%-37%, White: 24%-52%, EL: 4%-30%, SED: 16-37%.
 *100% students improved in their reading skills after being instructed in OG and using AR.
 *Our students improved academically per teacher assessments and observations after working with the instructional aides.
 This action supports State Priority 2 Implementation of State Standards, Priority 7 Course Access and Priority 4 Pupil Achievement.

Expenditures

BUDGETED
 \$167,000
 Supp. (0332)
 Classified Salaries and Benefits \$103,000
 Title I (3010)
 Classified Salaries and Benefits \$64,000

ESTIMATED ACTUAL
 \$144,635
 Supp. (0332) \$84,552
 Classified Salaries and Benefits
 Title I (3010) \$60,083
 Classified Salaries and Benefits

Action

11

Actions/Services

PLANNED
 2.11 Art/music supplies to support art and music instruction in K-8th grade. We will hire an art assistant and purchase materials to support the art medium taught.

ACTUAL
 Action Update:
 * We had an art program for k-8 December through April.
 * We also had an art assistant to help support the program.
 * We purchased supplies and materials to support the art program.

		<p>* We could not find a music program or person therefore we made our art program more robust. Fiscal Update: We spent \$2,745 more to help make our art program more robust. Action Analysis: 100% of our students successfully participated in the art program. This action supports State Priority 7 Course Access</p>
Expenditures	<p>BUDGETED \$10,000 Supp. (0332) Certificated Salaries and Benefits \$9,000 Materials and Supplies \$1,000</p>	<p>ESTIMATED ACTUAL \$12,745 Supp. (0332) Certificated Salaries and Benefits \$12,069 Materials and Supplies \$676</p>

Action **12**

Actions/Services	<p>PLANNED 2.12 We will increase the number of devices to complete 1:1 devices, update equipment and maintain it, and continue to have weekly tech support. *we are updating and replacing not purchasing class sets of devices</p>	<p>ACTUAL Action Update: * We have iPads 1:1 k-3 and chrome books 1:1 4-8th grades. * We continue to have weekly technology support to update and maintain equipment. * We added ipads 1:1 in two grade levels and additional mirakis to three classes to ensure all students have wifi without losing the internet throughout their lessons. Fiscal Update: \$7,721 increase due to the additional devices and mirakis needed to support wifi access. We spent less on the tech support due to lessening the support from 2 days a month to 1 day a month. We included \$14,342 from Lottery to purchase additional computer supplies to go 1:1. We included the classified salary and benefits due to the tech support cost. Action Analysis: 100% of our students have devices and utilize them in lessons each day, both to support the intervention software used as well as course access with Physical Fitness and online support for engagement . This action supports State Priority 2 Implementation of State Standards and Priority 7 Course Access.</p>
Expenditures	<p>BUDGETED \$53,000 Base (0315)</p>	<p>ESTIMATED ACTUAL \$60,721 Base (0315)</p>

Computer supplies \$25,000
 Base (0000)
 Contract Services and equipment \$28,000

Computer supplies \$29,298
 Lottery (1100)
 Computer supplies \$14,342
 Base (0000)
 Classified Salaries and Benefits \$5,081
 Contract Services \$12,000

Action **13**

Actions/Services

PLANNED
 2.13 To help encourage parent involvement: we will research and make available best resources and provide trainings to introduce new units in math to help them become aware of what their student will be learning and how they can help their students.

ACTUAL
 Action Update:
 * We had a technology training for all parents, guiding them to utilize the math online supports as well as ELA online support.
 Fiscal Update: We didn't spend as much as we thought we would need. We purchased technology prizes to encourage parents to attend. We used Title I Parent Involvement budget.
 Action Analysis: We had 7 parents with their students in 6th-8th gr. 26 parents with their students in 4th-5th gr., 6 parents with their students in third grade, 10 parents with their students in 2nd gr., and 10 parents k-1st gr. per attendance sign in.
 This action supports State Priority 3 Parental Involvement

Expenditures

BUDGETED
 \$500
 Lottery (1100)
 Materials and Supplies

ESTIMATED ACTUAL
 \$229
 Title I (3010)
 Materials and Supplies

Action **14**

Actions/Services

PLANNED
 2.14 Professional development is provided to increase student achievement in ELA/ELD with the implementation of our new curriculum as well as continue to increase our instructional expertise in the delivery of Math and Science instruction.

ACTUAL
 Action Update:
 * We had weekly PLC meetings with the assistance of KCOE curriculum coach assisting several times throughout the year, creating and then utilizing the grade level pacing guides and data to drive our instruction and meet the academic needs of the students.
 * 8 individuals went to the PLC training.
 * our new employees went to Orton Gillingham training.

		<p>* We had individuals attend: math training, Illuminate training, Science training, Anxiety training, to name a few. Fiscal Update: We spent \$2,911 less than planned due to using unexpected Title VI revenue as well as Educator Effectiveness revenue in action 1.5 instead. We used Title I required set aside, \$6,600, instead of Title II. Action Analysis: This action supports State Priority 2: Implementation of State Standards</p>
Expenditures	<p>BUDGETED \$34,000 Title II (4035) Certificated Salaries and Benefits \$11,641 Professional Development Services \$22,359</p>	<p>ESTIMATED ACTUAL \$31,089 Resource (4035) Certificated Salaries and Benefits \$8,105 Professional Development \$10,970 Resource (3010) Professional Development \$6,600 Resource (4126) Professional Development \$5,414</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.

We implemented goal 2: All students will improve academically due to having a well rounded education including all academic areas with parents’ support, by the purchase of additional software and materials to support student learning, as well as sending employees to a variety of professional learning to enhance their instruction and support in the classroom. We had a successful parent technology night.

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

We were successful in our implementation, with an increase in our ELA scores by 11.3 points according to the state indicator overall, with our EL's increasing by 12.4 points according to the state indicator. In Math maintaining with an increase by 3.1 points overall in math, with the EL's increasing by 8.5 points according to the state indicator. Our school district benchmark data shows: Overall our ELA from 38% proficient/advanced to 53% and each subgroup increased: His. 29%-41%, White: 46%-60%, EL: 9%-10%, SED: 26%-40%. Overall our Math went from 20%-46% proficient/advanced. Each subgroup increasing: His. 15%-37%, White: 24%-52%, EL: 4%-30%, SED: 16-37%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We increased spending in action 2.11 to operate our art program more days than anticipated. Our new online library book system Overdrive was started which increased our computer software license costs in action 2.8 significantly. The cost of technology in action 2.12 was greater than anticipated as all of the students now have 1:1 devices as well as adding tech support cost with the \$14,342 .

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

The cost for Illuminate drops by \$3000 in 18-19 therefore there is a change in 2.1. We added \$1200 for transportation for the study trips in action 2.3. We are increasing the amount of funding for hands on learning in STEM and Science to \$500 per grade level to assist with student engagement and deepening the understanding of the taught standard action 2.4. We added a three week summer school in action 2.6 which increased the cost by \$15,000 for 17-18, and remain at \$17,000 for the next two years . 2.7 will have a decrease in cost of \$4,740 due to the media tech aide spending half her day as support in technology and that is paid out of general fund, not LCAP. We will no longer use Academic Vocabulary Tool kit by Kate Kinsella, action 2.9, because our new McGraw Hill ELA curriculum has an excellent EL component that we are using in it's place. Therefore we renumbered our actions to be 2.10 now 2.9, 2.11 now 2.10, 2.12 now 2.11, 2.13 now 2.12, 2.14 now 2.13, The cost of OverDrive, our online library, set up was \$11,000 but will not be a cost in future years beginning 2017-18, action 2.8, instead it will be \$2,000 only. We will move Go Guardian and Deep Freeze from action 2.8, to Goal 1, action 1.1, student safety with technology. In action 2.11 we spent \$3,683 more than we budgeted without being able to afford music, therefore we added funding (+\$15,000) to support the current art program as well as add music to half the year. In action 2.11 we modified the funding sources to support the media tech service assistant. In action 2.12 we modified the budgeted amount in 17-18 to \$500 reducing it by \$1500 due to only spending \$229 in 16-17. We kept the \$500 for all three years - 2017-2020. Action 2.13 Professional Development is now all Professional development other than New Teacher Induction in Goal 1 action 1.5. The funding dropped from \$26,000 to \$12,000 because we received less in Title II funding received. We added 2.14 separating it from current 2.9 Instructional Aides teaching Orton Gillingham.

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?

Island School sought input from all groups. In our first meetings we reviewed data and our current LCAP goals and how we were doing toward meeting our goals. We received input and suggestions from each: School Site Council (Nov. 3rd, and Jan. 26th), English Language Advisory Committee (Sept. 29th, and January 25th). Then met again to discuss input and current actions and how our plan is going and what revisions we would like to see: Certificated staff (Feb. 8th), Classified staff (CSEA bargaining unit –Jan. 23, 2017), and Boosters (parent club Jan. 18th, 2017, Feb. 18th) with community members. We utilized online surveys with parents from January through February and students from January through February. Additionally we used the information received in the Healthy Kids Survey given to 5th and 7th gr. students. We reconvened to review our revised goals and updates after including input from the groups, with each of the groups to gather more input and/or approval. SSC met to review the LCAP March 16th, then approve May 16th.

We invited the groups at different times of day and different days of the week to try to accommodate work schedules and allow for all stakeholders to participate. We also had an online survey for parents and students. When we finished our ELAC meeting we made sure to offer the use of computers to the parents to take the online survey in case they had not. The students were given computer time to take the online survey to insure that we had 100% participation. We made sure to have a translator available in our meetings to make sure all parents could access the information and give input. Our final meetings with input occurred in April 27, 2017.

IMPACT ON LCAP AND ANNUAL UPDATE

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

Each group gave input by adding to the goals and actions listed on charts to allow for each person or pair to review and add to the actions and strategies. The groups gave positive feedback for all that we are doing at Island in hopes that we continue to excel academically and continue the family community feel we have here. They are encouraged by our increase in technology and the inclusion of the art program with outside instructors in addition to the classroom art program. They like having assessments that give feedback and would like continued support specific for their child's needs especially in math. Our school facility is looking good.

The input revealed that we should continue with the character counts assemblies and anti bullying motivational rallies action 1.1. It was suggested that we have a School Attendance Review Board created to help with students that have chronic absenteeism as well as many tardies, especially for the resident students. We will continue to have a health care assistant on staff to help maintain 95% or better attendance action 1.3. We will continue to have weekly tech support action 2.12. Continue to utilize Illuminate for district wide assessments to continue to monitor the achievement of students and address student needs immediately action 2.1. Parents would like to be given ways to help their children in the classroom as well as with homework. action 2.13. We are adding funds to support the hands on Science to motivate students and help deepen their understanding of the standard taught action 2.4.

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

We will provide all students with a safe, positive learning environment with a highly qualified staff and well maintained facility.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Need: Island needs to continue educating students in good character, social skills, and collaborative, positive interactions which aide in feeling safe at school. We dropped 10% in the number of referrals with an increase in student population by 10%. However we still see this as need. We have 4.99% students with chronic absenteeism and will continue to work to reduce this.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1A)Teachers assigned properly and fully credentialed.	100% of teachers are appropriately assigned 2016-17.	100% of teachers will be appropriately assigned.	100% of teachers will be appropriately assigned.	100% of teachers will be appropriately assigned.
1B)Sufficient access to standards-aligned instructional materials	100% of students had access 2016-17.	100% of students had access	100% of students had access	100% of students had access
1C)School facilities are maintained in good repair	Rating of good 2016-17	Good/Excellent	Good/Excellent	Good/Excellent
5A)School attendance rate	95.65% 2015-16	95.8%	95.85%	95.87%
5B)Chronic absenteeism rates	Chronic absenteeism rates: 2015-16 of 4.99%	4.5%	4.4%	4.3%

5C) Middle school dropout rates	0% dropouts 2015-16	there were 0% dropouts 2016-17	expected rate of 0% dropouts 2017-18	expected rate of 0% dropouts 2018-19
5D & E)High school dropout rates and High school graduation rates	not applicable			
6A)Pupil suspension rates	2017 (14-15 school year data) state indicator is blue very low at 0.8% and declined significantly -1.2%	2015-16 status low, change declined, green on the state indicator	maintain a color of status low, change maintained - blue in the state indicator	maintain a color of change low, change maintain green in the state indicator
6A)Discipline referrals	118 referrals written in 2015-16	107 discipline referrals were issued 2016-17	105 discipline referrals issued in 2017-18	103 discipline referrals 2018-19
6B) Pupil expulsion rates	0% expulsions in 2015-16	0% 2016-17	0% 2017-18	0% 2018-19
6C)Pupils, parents, and teachers sense of safety via surveys and school connectedness.	2016-17 survey results: 81% of pupils, 94% of parents, 100% of teachers, and 93% of classified staff members feel safe at school per surveys: 70% of pupils feel connected. 90% parents feel connected. Pupils:Healthy Kids and district survey. Staff: District online survey. Parents: Title I hard copy survey. Overall 92% of our population feels safe at school. Staff baseline for school connectedness will be set in 17-18 data.	Sense of safety: maintain 93% students, staff and parents feeling safe at school. Sense of school connectedness will increase: pupils to 75%, parents to 91%, staff will be at 75%.	Sense of safety: maintain 93.5% students, staff and parents feeling safe at school. Sense of school connectedness will increase: pupils to 78%, parents to 92%, staff will be at 78%.	Sense of safety: maintain 94% students, staff and parents feeling safe at school. Sense of school connectedness will increase: pupils to 80%, parents to 93%, staff will be at 80%.

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

OR

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

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

1.1 Have character building assemblies each trimester, anti bullying, and motivational rallies. Increased access to support staff for behavioral support and suggestions, intervention programs. Behavior reward trips with transportation. Go Guardian and Deep Freeze to protect students online use.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	\$6450
Source	Supplemental
Budget Reference	Services - Assemblies \$2550 Transportation - \$1800 Computer Software - \$2100

2018-19

Amount	\$6650
Source	Supplemental
Budget Reference	Services - Assemblies \$2550 Transportation - \$2000 Computer Software - \$2100

2019-20

Amount	\$6650
Source	Supplemental
Budget Reference	Services - Assemblies \$2550 Transportation - \$2000 Computer Software - \$2100

Action **2**

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

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

1.2 Provide behavior support, social skills development, with all students in need by utilizing the BEST team social skill development support with students with IEP's/504/regular ed.

BUDGETED EXPENDITURES

2017-18

Amount \$16,199

Source Special Education

Budget Reference Resource (6512)
Contract services with KCOE

Amount \$4,191

Source Special Education

Budget Reference Resource (3327)
Contract services with KCOE

2018-19

Amount \$16,199

Source Special Education

Budget Reference Resource (6512)
Contract services with KCOE

Amount \$4,191

Source Special Education

Budget Reference Resource (3327)
Contract services with KCOE

2019-20

Amount \$16,199

Source Special Education

Budget Reference Resource (6512)
Contract services with KCOE

Amount \$4,191

Source Special Education

Budget Reference Resource (3327)
Contract services with KCOE

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	<input type="checkbox"/> [Specific Student Group(s)]
Location(s)	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.3 Keep an LVN/health aide. She will assist in keeping students and school, note if there is a pattern of behavior in going to the health office or out of school often, and contact parents on a more regular basis for making sure students are in school.

We will incorporate incentives with students needing improved attendance including chronic absenteeism and tardies.

2018-19

New Modified Unchanged

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2019-20

New Modified Unchanged

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BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$26,742	Amount	\$27,545	Amount	\$28,371
Source	Base	Source	Base	Source	Base
Budget Reference	Classified Salaries and Benefits	Budget Reference	Classified Salaries and Benefits	Budget Reference	Classified Salaries and Benefits

Action 4

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.4 Well maintained school facility- we will identify projects based on the Facility Inspection Tool (FIT) needs. The State Facility bond passed and we are awaiting the governor's release of funding for our new construction and modernization. This too will determine future facility plans.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$20,000	Amount	\$20,000	Amount	\$20,000
Source	Fund 1400	Source	Fund 1400	Source	Fund 1400
Budget Reference	Deferred maintenance/repairs Services	Budget Reference	Deferred maintenance/repairs Services	Budget Reference	Deferred maintenance/repairs Services

Action 5

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.5 Professional development is provide to increase student achievement. We will continue to work on our instructional expertise for our New Teacher Induction.

2018-19

New Modified Unchanged

1.5 Professional development is provide to increase student achievement. We will continue to work on our instructional expertise for our New Teacher Induction.

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$9,508	Amount	\$6,000	Amount	\$6,000
Source	Educator Effectiveness	Source	Title II	Source	Title II
Budget Reference	Certificated Salaries and Benefits \$508 Contract Services with KCOE \$9000	Budget Reference	Certificated Salaries and Benefits \$1500 Professional Development Services \$4500	Budget Reference	Certificated Salaries and Benefits \$1500 Professional Development Services \$4500
Amount	\$2,000	Amount		Amount	
Source	Title II	Source		Source	
Budget Reference	Certificated Salaries and Benefits	Budget Reference		Budget Reference	

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 2

All students will improve academically due to having a well rounded education including all academic areas with parents support.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Need: After reviewing data associated with Goal 2, we continue to need to support student achievement. We still have just under 50% not meeting in ELA and just over 50% meeting in Math. Similar trends are also evident in our student group data. There remains a gap between our All students and SED and Hispanic with a large gap between All and EL. This also shows an overall rating of Green overall in ELA but all subgroups, except White, in yellow, and overall yellow in Math as well as in each subgroup.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2A)Implement academic and performance standards and ELD standards: Teachers will receive professional development in academic state and ELD standards as measured by professional development sign-in sheets.	100% of our teachers attend PLC 2016-17	100%	100%	100%
2B)EL's accessing standards: 100% of teachers will update EL student blue folders each trimester on ELD standards progress as measured by the Learning Coordinator's trimester checklist.	100% of the EL blue folders are updated each trimester as shown within each students' folder in 2016-17.	100%	100%	100%
2B and 4D)EL achieve language proficiency: 43% of EL students will gain a level of English	38% gained a CELDT level. 69% gained in CELDT scores.	70% will increase in CELDT scores	1% increase in ELPAC scores	1% increase in ELPAC scores.

<p>proficiency as measured by CEDLT. Those students that did not gain a level will increase their scale score as measured by the CELDT.</p>		<p>We will get a baseline for ELPAC</p>		
<p>3A)Parent input and participation in programs: District/school site will continue School Site Council, English Learner Committee (ELAC), Migrant Committee, Parent Booster Club, and parent surveys.</p>	<p>Parents continue to participate in school committees: SSC, ELAC, Migrant, DAC, Boosters Club as per sign in sheets and meeting minutes, as well as parent survey returned (94% returned). We had a technology training k-2, 3-5, 6-8.</p>	<p>94.5% parent survey response rate</p>	<p>94.8% parent survey response rate</p>	<p>95% parent survey response rate</p>
<p>3B)Parent input for student success for unduplicated students.</p>	<p>94% response of parent survey with knowledge of how their child is doing in school and getting assistance from the school.</p>	<p>94.5% parent survey response rate</p>	<p>94.8% parent survey response rate</p>	<p>95% parent survey response rate</p>
<p>3C)Parents of students with disabilities will give input and participate in programs.</p>	<p>100% of parents attended IEP's in 2016-17</p>	<p>100%</p>	<p>100%</p>	<p>100%</p>
<p>4A)Statewide assessments:Academic indicator: ELA :all, EL, Socioeconomically Disadvantaged, Hispanic, White</p>	<p>ELA: green 5.5 points above level 3(medium) increased 11.3 points EL yellow low 49 points below level 3, increased 12.4 points SED yellow low 22.4 points below level 3, increased 25.9 points His. yellow low 8.7 points below level 3, increase 17 points. White green high 16.3 points above level 3</p>	<p>ELA: Green (medium/increased) EL yellow (low/increased) SED yellow (low/increased) His.yellow (medium/maintained) White green(high/maintained)</p>	<p>ELA: Blue (high/increased) EL green (medium/increased) SED green (medium/increased) His.green (medium/increased) White green (high/increased)</p>	<p>ELA: Blue (high/maintained) EL green (medium/increased) SED green (medium/increased) His.green (medium/increased) White blue (high increased)</p>
<p>4A)Statewide assessments:Academic indicator: Math: all, EL, Socioeconomically Disadvantaged, Hispanic, White</p>	<p>Math: yellow 13.1 point below level 3 (medium), increased 3.1 points. EL yellow low 59.2points below level 3, increased 8.5 points SED yellow low 35 points below level 3, increased 17.4 points His.yellow low 28.5 points below level 3, increased 9.7 points</p>	<p>Math: Green (medium increased) EL yellow (low/increased) SED yellow (low/increased) His. yellow (medium/maintained) White green (high/maintained)</p>	<p>Math: Green (medium/maintained) EL yellow (low/increased) SED yellow(medium/maintained) His. green (medium/increased) White green (high/increased)</p>	<p>Math: Green (high/increased) EL green (medium/increased) SED green (medium/increased) His. green (medium/increased) White green (high/increased)</p>

	White high 0.8 points below level 3 declined 1.2 points			
4C)% of student who have completed A-G: This metric does not apply to us as we are an elementary district.	This metric does not apply to us as we are an elementary district.	This metric does not apply to us as we are an elementary district.	This metric does not apply to us as we are an elementary district.	This metric does not apply to us as we are an elementary district.
4C)Career technical education standards: This metric does not apply to us as we are an elementary district.	This metric does not apply to us as we are an elementary district.	This metric does not apply to us as we are an elementary district.	This metric does not apply to us as we are an elementary district.	This metric does not apply to us as we are an elementary district.
4E)EL reclassification rate:	18.8% (6) 2015-16	19.8%	20.8%	21.8%
4F)% of pupils passed AP test: This metric does not apply to us as we are an elementary district.	This metric does not apply to us as we are an elementary district.	This metric does not apply to us as we are an elementary district.	This metric does not apply to us as we are an elementary district.	This metric does not apply to us as we are an elementary district.
4G)% of pupils demonstrate college preparedness EAP: This metric does not apply to us as we are an elementary district.	This metric does not apply to us as we are an elementary district.	This metric does not apply to us as we are an elementary district.	This metric does not apply to us as we are an elementary district.	This metric does not apply to us as we are an elementary district.
7A)Course Access K-8	100% enrolled 2016-17	100%	100%	100%
7A)Course Access 7-8	100% enrolled 2016-17	100%	100%	100%
7B/C)Pupil Outcomes K-8:	<p>Pupil Outcomes K-8: 2016-17</p> <p>Subjects %/# of students passing</p> <p>ELA 97.1% 394/405</p> <p>Math 99.3% 402/405</p> <p>Science 100%</p> <p>History/social science 99.3% 402/405</p> <p>PE 100%</p> <p>Performing Arts 100%</p> <p>Visual Arts 100%</p> <p>Unduplicated k-8:</p> <p>ELA 92.8% 26/28</p> <p>Math 100% 28/28</p> <p>Science 100%</p> <p>History/social science 99.3% 402/405</p> <p>PE 100%</p> <p>Performing Arts 100%</p> <p>Visual Arts 100%</p>	<p>2017-18</p> <p>ELA 98%</p> <p>Math 99.5%</p> <p>Science 100%</p> <p>History/Social Science 99.5%</p> <p>PE 100%</p> <p>Performing Arts 100%</p> <p>Visual Arts 100%</p> <p>Unduplicated k-8:</p> <p>ELA 96.6% 147/151</p> <p>Math 99.3% 150/151</p> <p>Science 100%</p> <p>History/social science 98.6% 149/151</p> <p>PE 100%</p> <p>Performing Arts 100%</p> <p>Visual Arts 100%</p> <p>Students with exceptional needs:</p> <p>ELA 93%</p> <p>Math 100%</p>	<p>2018-19</p> <p>ELA 98.2%</p> <p>Math 99.6%</p> <p>Science 100%</p> <p>History/Social Science 99.6%</p> <p>PE 100%</p> <p>Performing Arts 100%</p> <p>Visual Arts 100%</p> <p>Unduplicated k-8:</p> <p>ELA 97%</p> <p>Math 99.4% 150/151</p> <p>Science 100%</p> <p>History/social science 98.8%</p> <p>PE 100%</p> <p>Performing Arts 100%</p> <p>Visual Arts 100%0%</p> <p>Visual Arts 100%</p> <p>Students with exceptional needs:</p> <p>ELA 93.5%</p> <p>Math 100%</p>	<p>2019-2020</p> <p>ELA 98.4%</p> <p>Math 99.7%</p> <p>Science 100%</p> <p>History/Social Science 99.7%</p> <p>PE 100%</p> <p>Performing Arts 100%</p> <p>Visual Arts 100%</p> <p>Unduplicated k-8:</p> <p>ELA 97.5%</p> <p>Math 99.5%</p> <p>Science 100%</p> <p>History/social science 99%</p> <p>PE 100%</p> <p>Performing Arts 100%</p> <p>Visual Arts 100%</p> <p>Students with exceptional needs:</p> <p>ELA 94%</p> <p>Math 100%</p> <p>Science 100%</p>

	Students with exceptional needs: ELA 92.8% 26/28 Math 100% 28/28 Science 100% 28/28 History/social science 100% 28/28 PE 100% 28/28 Performing Arts 100% 28/28 Visual Arts 100% 28/28	Science 100% History/social science 100% PE 100% Performing Arts 100% Visual Arts 100%	Science 100% History/social science 100% PE 100% Performing Arts 100% Visual Arts 100%	History/social science 100% PE 100% Performing Arts 100% Visual Arts 100%
7B/C)Pupil Outcomes 7-8 Additional Courses	100% passed 2016-17	100%	100%	100%
4C) EL progress indicator :	2017 state indicator shows orange low 65.9%, declined - 4.9%	status low, change increased significantly yellow according to state indicator	status median, change maintained yellow according to state indicator	status median, change increased to green according to the state indicator

PLANNED ACTIONS / SERVICES

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

Action 1

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.1 We will utilize standards aligned district benchmark assessments through Illuminate two times a year – beginning and end to determine achievement level of our students and any intervention needed. Teacher created mini-assessment using Illuminate gives on-going information to the teacher/student to guide instruction.

2018-19

New Modified Unchanged

cost decrease

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount \$5000
 Source Supplemental
 Budget Reference Computer Software License

2018-19

Amount \$2,000
 Source Supplemental
 Budget Reference Computer Software License

2019-20

Amount \$2,000
 Source Supplemental
 Budget Reference Computer Software License

Action **2**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.2 On Point – mimio lessons are targeted on specific standards being taught, or after a mini assessment is given and reteaching is needed.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount \$6,200
 Source Supplemental
 Budget Reference Computer Software License

2018-19

Amount \$6400
 Source Supplemental
 Budget Reference Comp. Software License

2019-20

Amount \$6,600
 Source Supplemental
 Budget Reference Computer Software License

Action **3**

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

Students to be Served

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

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
2.3 Increase student engagement and understanding of key standards by experiencing study trips (video conference or physical trip).		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$5,300 Source Supplemental Budget Reference Services \$4,100 Transportation \$1,200	Amount \$5,300 Source Supplemental Budget Reference Services \$4,100 Transportation \$1,200	Amount \$5,300 Source Supplemental Budget Reference Services \$4,100 Transportation \$1,200

Action 4

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
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<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
2.4 Teachers will use materials and supplies to increase student engagement and deepen the understanding of key standards taught by using hands on activities and STEM learning.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$4,500	Amount	\$4500	Amount	\$4500
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	Materials and Supplies	Budget Reference	Materials & Supplies	Budget Reference	Materials & Supplies

Action 5

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18	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

2.5 Instructional aide will oversee after school ELA and Math intervention for students at –risk as determined by CAASPP and fall district benchmark assessments. (with transportation)		

BUDGETED EXPENDITURES

2017-18

Amount	\$4,500
Source	Supplemental
Budget Reference	Classified Salaries and Benefits \$4,000 Transportation \$500

2018-19

Amount	\$4,500
Source	Supplemental
Budget Reference	Classified Salaries and Benefits \$4,000 Transportation \$500

2019-20

Amount	\$4,500
Source	Supplemental
Budget Reference	Classified Salaries and Benefits \$4,000 Transportation \$500

Action **6**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

2.6 We will implement a summer 4 day session intervention ELD focus/English immersion for k-3 students coming from homes that only speak Spanish with transportation with a certificated teacher from 8:30-10:30 each morning for 5 days. We will also implement a 3 week summer session.

New Modified Unchanged

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount \$17,000

Source Supplemental

Budget Reference
 Certificated Salaries and Benefits \$9,000
 Classified Salaries and Benefits \$2,500
 Supplies \$2,000
 Transportation \$3,500

2018-19

Amount \$17,000

Source Supplemental

Budget Reference
 Certificated Salaries and Benefits \$9,000
 Classified Salaries and Benefits \$2,500
 Supplies \$2,000
 Transportation \$3,500

2019-20

Amount \$17,000

Source Supplemental

Budget Reference
 Certificated Salaries and Benefits \$9,000
 Classified Salaries and Benefits \$2,500
 Supplies \$2,000
 Transportation \$3,500

Action **7**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.7 Keep our Media services aide – salary and benefits- to assist with the students accessing a variety of genre to increase their reading skills, assist with technological support so that staff and students continue to have access to curriculum and information, assist with testing and give feedback to teachers for progress monitoring of students.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount \$9,920
 Source Supplemental
 Budget Reference Classified Salaries and Benefits \$9,920

2018-19

Amount \$10,220
 Source Supplemental
 Budget Reference Classified Salaries and Benefits \$10,220

2019-20

Amount \$10,525
 Source Supplemental
 Budget Reference Classified Salaries and Benefits \$10,525

Action **8**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.8 We will keep our Library and Renaissance Place software, TCOE Educational Resource Center, library books, Write Bright, Mobi Max, Adventure to Fitness, Sum Dog, ESGI(Educational Software for Guiding Instruction), Over Drive(online e books) to continue to further our students growth academically and keep a variety of genres of reading.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount \$24,400
 Source Supplemental
 Budget Reference Computer Software License \$19,400
 Contract Services \$5,000

2018-19

Amount \$24,400
 Source Supplemental
 Budget Reference Computer Software License \$19,400
 Contract Services \$5,000

2019-20

Amount \$24,400
 Source Supplemental
 Budget Reference Computer Software License \$19,400
 Contract Services \$5,000

Action **9**

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

Students to be Served

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

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served

English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.9 Instructional Aides, salary and benefits, will be used to support student achievement with targeted small group instruction: LCAP funding for targeted small group instruction.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount \$91,555
 Source Supplemental
 Budget Reference Classified Salaries and Benefits

2018-19

Amount \$94,300
 Source Supplemental
 Budget Reference Classified Salaries and Benefits

2019-20

Amount \$97,000
 Source Supplemental
 Budget Reference Classified Salaries and Benefits

Action **10**

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.10 Art/music supplies to support art and music instruction in k-8th grade. We will hire an art/music assistants and purchase materials to support the art medium taught.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	\$25,000
Source	Supplemental
Budget Reference	Certificated Salaries and Benefits \$22,000 Supplies \$3000

2018-19

Amount	\$24,000
Source	Supplemental
Budget Reference	Certificated Salaries and Benefits \$22,000 Supplies \$2000

2019-20

Amount	\$24,000
Source	Supplemental
Budget Reference	Certificated Salaries and Benefits \$22,000 Supplies \$2000

Action **11**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

[Scope of Services](#)

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

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

2.11 We will replace devices, update equipment and maintain it, and continue to have weekly tech support.
*we are updating and replacing not purchasing class sets of devices

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

[BUDGETED EXPENDITURES](#)

2017-18

Amount \$20,000

Source Lottery

Budget Reference Resource (6300)
Computer Supplies

Amount \$10,000

Source Lottery

Budget Reference Resource (1100)
Computer Supplies

Amount \$21,500

Source Base

Budget Reference Classified Salaries and Benefits \$9,500
Contract Services \$12,000

2018-19

Amount \$20,000

Source Lottery

Budget Reference Resource (6300)
Computer Supplies

Amount \$8,500

Source Lottery

Budget Reference Resource (1100)
Computer Supplies

Amount \$21,500

Source Base

Budget Reference Classified Salaries and Benefits \$9,500
Contract Services \$12,000

2019-20

Amount \$20,000

Source Lottery

Budget Reference Resource (6300)
Computer Supplies

Amount \$8,500

Source Lottery

Budget Reference Resource (1100)
Computer Supplies

Amount \$21,500

Source Base

Budget Reference Classified Salaries and Benefits \$9,500
Contract Services \$12,000

Action **12**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

2.12 To help encourage parent involvement: we will research and make available best resources and provide trainings to introduce parents to ELA/Math online resources to assist with the their students utilizing technology.

BUDGETED EXPENDITURES

2017-18

Amount	\$500
Source	Title I
Budget Reference	Supplies

2018-19

Amount	\$500
Source	Title I
Budget Reference	Supplies

2019-20

Amount	\$500
Source	Title I
Budget Reference	Supplies

Action **13**

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

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

OR

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

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

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

2.13 Professional development is provided to increase student achievement by increasing our instructional expertise in the delivery of ELA/ELD, Math, and Science instruction.

[BUDGETED EXPENDITURES](#)

2017-18

Amount	\$6,000
Source	Title I
Budget Reference	Professional Development Services
Amount	\$20,000

2018-19

Amount	\$6,000
Source	Title I
Budget Reference	Professional Development Services
Amount	\$6,000

2019-20

Amount	\$6,000
Source	Title I
Budget Reference	Professional Development Services
Amount	\$6,000

Source Title II
 Budget Reference Professional Development Services

Source Title II
 Budget Reference Professional Development Services

Source Title II
 Budget Reference Professional Development Services

Action **14**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

2.14 Instructional aides will be used for teaching Orton Gillingham using Title 1 funding,

BUDGETED EXPENDITURES

2017-18

Amount \$61,000

Source Title I

2018-19

Amount \$62,500

Source Title I

2019-20

Amount \$63,500

Source Title I

Budget
Reference

Classified salaries and benefits

Budget
Reference

Classified salaries and benefits

Budget
Reference

Classified salaries and benefits

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds: \$202,225

Percentage to Increase or Improve Services: 7.19%

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](#)).

Island Union Elementary School District's Single Year Unduplicated Pupil Percentage for 2016-17 is 39.02%. The funds are expended schoolwide. In order for students to be successful in school they need to feel confident and feel safe. Island School promotes a safe positive learning environment. Since some students come from challenging backgrounds they don't always come to us with feeling this way therefore we provide (Actions 1.1) Character Building assemblies which teach and model good citizenship. Behavior reward trips with transportation provides the incentive for students to always use their best character. Establishing positive character traits in elementary school students can be greatly enhanced through psychological and counseling services provided by specially credentialed educational specialists. (Action 1.2) Children establish lifelong behavioral patterns from ages six through ten--the first four years of school (California Department of Education 1992). Although the number of referrals schoolwide has dropped slightly even with the increase in student population our low income students represent the same % of referrals as last year, however our EL group dropped by 2% in number of referrals per EL student from last year to this year. We see that it principally effects our EL and low income population therefore we will continue to promote a positive learning community by providing the assemblies to promote positive learning environments as well as weekly character building lessons in the classroom. Maslow's Hierarchy of Needs clearly communicates students' need for safety, Love/Belonging and Esteem must be met before we can expect them to be able to effectively participate in such endeavors as problem solving and creativity which are at the heart of the State Standards and 21st Century Learning.

To see continued academic growth we utilize standards aligned benchmark assessments (action 2.1), through Illuminate and ESGI(Educational Software for Guiding Instruction) which principally effects our EL and Low income students by immediately alerting the teacher to the specific area of need. We break down data by subgroups to determine instructional needs and continue progress monitoring throughout the year to insure academic success. Teachers use targeted standard specific interactive lessons through OnPoint Digi Core mimio (Action 2.2) immediately following the feedback to address the areas of need. We use the Response to Intervention (RTI) model to monitor student achievement and determine when intervention is needed utilizing instructional aides (IA) to support each group's needs. We currently are aware of our EL's, low income, and foster youth, in need of extra academic support. Utilizing our newly defined Response to Intervention (RTI) model we have set up a 3 tier system. Tier 1 core curriculum and instruction, Tier 2 intervention with the small group instruction supported by trained instructional aides to support common core curriculum needs directed by the teacher or tier 3 an increased level of supplemental instruction. The Learning Coordinator will continue to progress monitor to decide whether we need to refer back to our RTI model to determine which level of support is necessary. At the crux of RTI is the need to regularly assess students to understand their learning rates, standards-based achievement levels, and progress in relation to peers.

Our unduplicated students are less likely to have access to learning outside of their home or neighborhood. In action 2.3 we plan to increase student engagement and understanding of key standards by having them experience study trips (video conference or physical trip). Interactive, STEM, and hands on learning principally effect the learning of our EL and low income students providing real life experiences that they would not have access to rather than only learning using a textbook (Action 2.4). Among the many potential outcomes, research has shown that field trips: Expose students to new experiences and can increase interest and engagement in science regardless of prior interest in a topic (Kisiel, 2005; Bonderup Dohn, 2011) Result in affective gains such as more

positive feelings toward a topic (Csikszentmihalyi & Hermanson, 1995; Nadelson & Jordan, 2012). Are experiences that can be recalled and useful long after a visit (Salmi, 2003; Falk & Dierking, 1997; Wolins, Jensen, & Ulzheimer, 1992).

Our unduplicated students are least likely to have access to technology outside of school. Therefore, the 21st Century Learning environment must include robust experiences utilizing technology as a tool across contents as well as teachers expert in establishing those learning environments and effectively creating engaging learning opportunities aligned to state standards. Our media services aide provides students and staff with the necessary technological support to provide such an environment. (Action 2.7) Additionally she closely monitors our EL and low income students progress in their accelerated reader assessments giving teachers input to insure the students improve academically. In action 2.8 we keep our library and Renaissance Place software, and all other software listed to provide online reading, access to the AR STAR assessments which give comprehension feedback to the students and teacher, as well as Illuminate benchmark and ESGI assessments which give data to support information to the teacher to know next best practices. See the RTI information above research supporting progress monitoring and immediate feedback. Teachers, instructional aides (2.9) closely monitor the needs of the students working with them in small group instruction and our media tech assistant closely monitor what books and genres are read pushing the increase in non-fiction materials due to interest – by number of non-fiction checked out, as well as teacher and student request for information in areas we have minimal to no literature on. When teachers include informational text in the classroom, they also expand opportunities for home-school connections that support literacy (Duke & Purcell-Gates, 2003). Research and experience suggest that even parents who rarely read fiction for pleasure can become inspired when teachers invite them to interact with their children around nonfiction texts, newspapers, magazines, and reference books (Duke, Bennett-Armistead, & Roberts, 2002, 2003). For classes whose students entered school with relatively low letter-sound knowledge, those exposed to more informational text actually had higher growth in this area. The study also documented other benefits, including better informational text writing and increased enthusiasm for recreational reading (Duke, Martineau, Frank, & Bennett-Armistead, 2003). We utilize Orton Gillingham (OG) approach for intervention in reading. Each of our teachers, K-3, and all instructional aides (2.9) are trained in the Orton Gillingham method. The University of Ontario researched the program stating: Overall, the critical appraisal of relevant research material suggests that the OG approach to teaching reading results in improvement in word reading, word attack/decoding, spelling and comprehension in various populations and settings. For those beginning to read and those in elementary school, positive results were seen in general education classrooms and clinical settings. (research by University of Ontario 2002). Micheal Bates, Dyslexia-Reading –Well states: OG remains one of the most reliable methods for teaching dyslexic students to read by focusing on the core problem of phoneme manipulation, applying multisensory techniques (auditory, visual, tactile and kinesthetic) and teaching in a highly structured way. We have seen continuous improvement with our students in reading. If they have not mastered reading at their grade level at the end of third grade using the OG method we have found that the student has more specific needs, and most often has a specific learning disability.

Our unduplicated students are less likely to be immersed in the arts at home and therefore are principally effected by our hiring an art teacher for the 2nd and part of the 3rd trimester (action 2.10). We believe in promoting a well rounded student. At Island School we believe in the importance of teaching our students these areas because in doing so students not only develop the technical capacity to create, perform, and respond to works of art, but also learn about and engage the arts as media for individual and collective expression, communication, connection, and for bringing into the world something that did not previously exist. Research has shown that students with a high engagement in the arts are more likely to perform well on standardized achievement tests and attain high grades, and are less likely to drop out of school. (ArtsEdResearch article: Smithrim & Uptis, 2005).

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?